



**Beverley High School Careers plan 2025-2026**

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>Road Safety</b> – Members of the East Riding Road Safety as part of their immersive road safety training to talk about their job roles.</p> <p><b>Restart a Heart</b> – CPR lifesaving skills sessions run by health professionals offered to students.</p> <p><b>Beverley Library visits</b> – all Year 7 pupils visit Beverley Library and as part of this, have a talk from a librarian and learn more about their role</p> <p><b>Skills through Extra-curricular:</b>            KS3 Debate Club            BHS Journal – magazine production club            Y7 Reading Challenge            Greenpower car project</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>KS3 Discover Your Voice workshop</b> – an external facilitator from the English Speaking Union (ESU) gives a workshop to KS3 students on public speaking and debating skills</p> <p><b>Skills through Extra-curricular:</b>            KS3 Debate Club            BHS Journal – magazine production club            Y7 Reading Challenge            Poetry by Heart competition            Y7 International Women’s Day speech comp            Inter-house debate competition (Yrs 7-10)</p> <p><b>Careers in the curriculum</b></p> <p><b>Super Curriculum:</b> Y7 Reading Challenge is a year-long project with optional stretch activities, explicitly connected to publishing roles and media/creative industry roles</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>Workplace visit - Tesco</b> – Community Champion David Ryley gives "world of work" presentations and shopfloor tours to all Year 7 pupils</p> <p>Access alumni recordings on the Knowledge Hub.</p> <p><b>Skills through Extra-curricular:</b>            KS3 Debate Club            BHS Journal – magazine production club            Y7 Reading Challenge            Poetry recital at Summer Music concert</p> <p><b>Aspirations</b></p> <p>PSHE Ambassador applications</p> <p><b>Careers in the curriculum</b></p>

**Let Loose** trip – supports Y7 transition by developing problem solving and people skills, also working alongside new teams

### **Aspirations**

**Future Skills questionnaire** completion – overview of student aspirations and awareness of Post-16 options

**SEND EHCP review**- One Page Pupil Profile includes what's important to me in the future

### **Careers in the curriculum**

**Super Curriculum:** Y7 Reading Challenge is a year-long project with optional stretch activities, explicitly connected to publishing roles and media/creative industry roles.

As part of the launch of the Y7 Reading Challenge, **Y7 also have their IT induction**, learning fundamental skills such as logging into school computers, using their OneDrive and school email.

**Y7 Induction (once a week):** Telling Stories unit – pupils explore openings of novels from the Tutor Reading programme, and analyse how publishers package them to maximise appeal to the target audience of early YA

**Y7 Induction (once a week):** Public speaking and debate unit – pupils develop their public speaking skills (body language: posture, stance, gestures; use of voice: volume, speed, intonation). They also work in groups to practise fundamental debating skills.

### **English: Rhetoric and Animal Farm**

Focus on how the art of rhetoric is put to use by speechwriters, politicians, advertisers and campaigners.

Pupils write and deliver their own campaign speeches.

Journalism: pupils look at how journalists go about writing a news article or how broadcasters present news items.

Learning about positive female role models from different fields, as part of the Y7 Induction SOW (environmental campaigning, human rights, STEM etc)

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Operations
- Fractions
- Positive and Negative Numbers

Financial Capability - pupils look at bank statement including key vocabulary of credit, debit, balance, salary, wage, bill etc.

**Super Curriculum:** Y7 Reading Challenge is a year-long project with optional stretch activities, explicitly connected to publishing roles and media/creative industry roles

**Y7 Induction (once a week):** Poetry by Heart unit – pupils work in groups to memorise and perform poems, with the best groups performing at one of the Summer Music concerts. It also acts as a primer to encourage pupils to enter the national Poetry by Heart competition next year (Jan-March)

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Angles
- Multiples

Week 39 at the start of the Code Breaking task an introduction to Cryptography includes a video of an interview with a Cryptographer.

### **English: Romeo and Juliet & Sonnets**

Historian/biographer: students look at the vast range of jobs and careers built around Shakespeare and Stratford-upon-Avon; e.g. script consultant, script editor, set design, tour guide etc.

### **Science**

	<p>readers (e.g. conventions of book covers, blurbs)</p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Place Value</li> <li>• Whole Numbers</li> <li>• Perimeter</li> </ul> <p><b>English: Greek Myths</b> Focus on those who make a living by re-imagining the Greek Myths: Profile of Rick Riordan, fantasy children’s book writer, and a video clip of how he came to write the Percy Jackson books. Interview with Stephen Fry on his re-telling of The Odyssey. Interview with Maz Evans, author of ‘Who Let the Gods Out’, from the ‘Writer’s Routine’ podcast.</p> <p><b>Science</b> Pupils will explore the wide-ranging benefits of chemistry in everyday life and develop an understanding of the vital role chemists play in the food and pharmaceutical industries- from ensuring food safety and quality to developing life saving medicines.</p> <p><b>History</b> – Working alongside the Historical Association. Connecting to Medieval Life unit</p>	<p><b>Science</b> Pupils will make connections between the topic of forces and its real-world applications in the aeronautics industry. They will learn about the role of physicists in areas such as aircraft design, testing, and safety, with reference to organisations like BAE Systems.</p> <p><b>History</b> – Source analysis work and job of an archivist. Show video and curating own museum.</p> <p><b>Geography</b> A visit from the Senior Coastal Change Officer from ERYC – decision-making task about how to manage coastal erosion south of Withernsea and jobs linked to this. (Links to unit “What happens when the land meets the sea?”)</p> <p><b>MFL – <u>Languages in the World of Work</u></b></p> <p>Students explore how languages are used in different careers and industries. Structure 1. Starter: - Match job titles to French/Spanish/German equivalents (e.g. le médecin, la pilote, el ingeniero). - Discuss: Which jobs might need languages? 2. Main Activity: - Carousel or group research: Students explore 4–5 careers where languages are useful (e.g. tourism, diplomacy, international business, translation, aviation).</p>	<p>Pupils will explore how the skills and knowledge gained through studying interdependence are applied by ecologists and biologists to investigate, understand, and protect the natural world.</p> <p><b>History</b> – Burghley House trip – Careers element throughout – July trip – all of Year 7</p> <p><b>Geography</b> Using resources from the Built Environment Schools Trust, students will be choosing a local site to redevelop in line with sustainable principles. They will learn about the role of town planners and surveyors in designing our urban areas. (Links to unit “How is urbanisation changing the world?”)</p> <p><b>MFL –</b> Languages Role play – A Day in the life <b>Activity:</b> Students role-play a day in the life of a professional who uses languages (e.g., hotel receptionist, tour guide, international journalist). <b>Student Task:</b> Use job-related vocabulary and phrases in the target language.</p> <p><b>Art</b> Investigate how portrait artists work to commissions by focusing on Royal portraits. Explore how historically, artists</p>
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<p>– jobs that people have done in the past and what were working lives like. When and how people’s working lives have changed.</p> <p><b>Geography</b> Research profiles of geographers using GIS in a real world context (Links to unit “why our local area is special” and follows the use of Digimaps to create a tourism trail).</p> <p><b>MFL -</b> Languages in the world of work Workshop <b>Activity:</b> Invite guest speakers (in person or via video) from careers that use languages— e.g., airline staff, translators, chefs, or international business professionals. <b>Student Task:</b> Prepare questions in English and simple target language phrases.</p> <p><b>Art</b> Students work to a real-world design brief set by a client with deadlines that culminates in the public display of their work.</p> <p><b>PSHE</b> Session 4 - ‘Being Successful in School’</p> <p><b>PE</b> As part of the dance scheme of work ‘sporting actions’ students set independent research into different sports. They bring in different pictures of the skills involved in that sport to use as a stimulus to choreograph their dance.</p>	<p>- Use short videos or employer quotes (e.g. from BBC Bitesize Careers or Speakers for Schools).</p> <p>3. Task: - Create a “Languages for Careers” poster in target language with job titles, countries, and why languages are useful.</p> <p>4. Plenary: - Share posters and reflect: How could learning a language help me in the future?</p> <p><b>Art</b> Breakdown and understand the definitions of Art, Craft and Design. Investigate how ceramicists work and how they sell their work.</p> <p><b>PSHE</b> Session 5 – Online Safety</p> <p><b>PE</b> ‘Life as a professional athlete’ An introduction to what is involved – the ups and downs, sacrifices and incredible opportunities. Discussion of student’s role models in different sports.</p> <p><b>Product Design</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. We also talk about what professions use isometric drawing such as architects and gaming designers. Students design a ‘makers mark’ and discuss why designers and artists sign their work.</p>	<p>have represented themselves in their art to increase their profile.</p> <p><b>PSHE</b> ‘Session 6 - ‘Ambitions &amp; Aspirations’ Session 9 – Presentation Skills</p> <p><b>PE</b> Watch a video/live speaker talk about their life as a professional athlete.</p> <p><b>Textiles</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation</p> <p><b>Music</b> Career = composer. Creation of a 16-bar melody</p> <p><b>Computing</b> The use of licenses for those creating digital content and how it impacts on the creators.</p> <p><b>RE</b> <b>New HoD</b></p>
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	<p>Discuss the opportunities locally to get involved in these sports.</p> <p><b>Food</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation</p> <p><b>Music</b> Career = composer. Creation of Xmas composition using the elements of music</p> <p><b>Computing</b> Cyber security: Life as a cyber security apprentice: Ellie's story - BBC Bitesize as part of the E-safety topic</p> <p><b>RE</b> New HoD</p>	<p><b>Music</b> Career = performer. Presentation of keyboard pieces</p> <p><b>Computing</b> Careers linked to networks – Cyber security NCCE</p> <p><b>RE</b> New HoD</p>	
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<p><b>Year 8</b></p>	<p><b>Contact with Employers/Employees/ Apprenticeships/Colleges</b></p> <p>PAL Legislation – speaker Natalie Dobson from DRAX talking about different jobs within the organisation and their apprenticeships.</p> <p><b>Aspirations</b></p> <p><b>Future Skills questionnaire</b> completion – overview of student aspirations and awareness of Post-16 options</p> <p><b>SEND EHCP review-</b> One Page Pupil Profile includes what's important to me in the future</p> <p><b>Skills through Extra-curricular:</b></p> <p>Enter the Cyber First competition Greenpower car project KS3 Debate Club BHS Journal – magazine production club</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Proportion</li> <li>• Probability</li> <li>• Equations</li> </ul> <p><b>English: Much Ado About Nothing</b></p>	<p><b>Contact with Employers/Employees/ Apprenticeships/Colleges</b></p> <p>Invitation to the <b>Careers Fair</b> (60+ employers/providers) - evening session</p> <p><b>Year Leader - International Women's Day</b> - former students visit to showcase and talk about different careers (every 2 years to Years 8 and 9)</p> <p><b>KS3 Discover Your Voice workshop</b> – an external facilitator from the English Speaking Union (ESU) gives a workshop to KS3 students on public speaking and debating skills</p> <p><b>Aspirations</b></p> <p><b>Skills through Extra-curricular:</b></p> <p>Cyber First Competition KS3 Debate Club BHS Journal – magazine production club Poetry by Heart competition Inter-house debate competition (Yrs 7-10)</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – 30 Year 8 pupils to visit Beverley Race Course to look behind the scenes and see the work needed for a race course to run.</p>	<p><b>Contact with Employers/Employees/ Apprenticeships/Colleges</b></p> <p>Year 8 '<b>Be Open-minded</b>' workshops Access alumni recordings on the Knowledge Hub.</p> <p>Workplace visit</p> <p><b>Aspirations</b></p> <p>Review of the Year for Years 7 and 8 and goal setting for next year – each form booked into a computer room to complete a survey about the year, reflect what they have achieved and set goals for the following year</p> <p>PSHE Ambassador applications</p> <p><b>Skills through Extra-curricular:</b></p> <p><b>Lakeside</b> trip – develops problem solving and people skills, also working alongside new teams KS3 Debate Club BHS Journal – magazine production club</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – life skills module – Financial Capability - cost of living and budgeting including looking at salaries for jobs which</p>
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	<p>Script editing: students edit a scene for a modern re-working of the play.          Director: students consider how a scene could be staged/performed to maximise the comedic effect.</p> <p><b>Science</b>          Pupils look at the role of sound engineers record, mix, and manipulate audio to create high-quality sound for music, film, television, radio, and live events. They use technical equipment to balance levels, enhance clarity, and ensure the final product sounds professional and immersive.</p> <p><b>History</b> – Film 1 plus Broadcast Journalist case study – Elizabethan propaganda</p> <p><b>Geography</b> School flood risk fieldwork linked to work of flood risk analysts. Visit from “Living with water” team at Hull City Council (Links to unit “Why are rivers important?”)</p> <p><b>Art</b>          Investigate how souvenirs are manufactured, with a focus on Totem Poles, and the difference between hand crafted, authentic pieces and mass-produced items.</p> <p><b>PSHE</b>          Session 2 – Careers/Employability</p>	<p><b>Maths</b> - Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Standard Form</li> <li>• Approximation</li> <li>• Time</li> </ul> <p><b>English: Of Mice and Men</b>          Social commentary, activism, social justice campaigning: students read articles and watch news items that focus on social justice. They plan a campaign to argue for better conditions for migrant workers.</p> <p><b>Science</b>          Pupils look at the role of material scientists through the applications of liquid crystals. Liquid crystals are substances that flow like liquids but have some of the ordered structure of solids. They are sensitive to temperature and electric fields, making them useful in screens.</p> <p><b>History</b> – The power of Parliament – video clip on The Day in the Life of an MP. Comparison of 1649 to Present Day.</p> <p><b>Geography</b> Decision-making task on siting a new car factory and links to the role of a retail geographer. (Links to unit “How does the economy connect us?”)</p> <p><b>PSHE</b></p>	<p>need maths. Pupils to pick their job from Explore Careers website and shown the Maths Why bother? Video on jobs using Finance.          Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Data</li> <li>• Averages</li> </ul> <p><b>English: The Romantic Imagination</b>          Graphic design/Illustrator: inspired by William Blake’s visual presentations of his poems, students create illustrations, book covers, web designs or other renderings of famous Romantic poems.</p> <p><b>Science</b>          Pupils will learn about the role of microbiologists. They play a vital role in fighting pathogens by studying harmful microbes such as bacteria, viruses, and fungi. They identify how these organisms cause disease, develop ways to detect and control infections, and help create vaccines and antibiotics. Their work is essential for protecting public health and preventing the spread of illness.</p> <p><b>History</b> - Industrial Revolution – Protecting the rights of children – Video 2 – Children's Charity – Safeguarding</p>
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<p><b>RE</b> Sacred Earth: pupils discuss issues of animal testing and animal rights, links to activism and justice.</p> <p><b>PE</b> Explore other careers in sport not directly involved in playing. Referee/scorer. Develop knowledge of rules/scoring systems in different sports over the half term.</p> <p><b>MFL</b> <u>Languages in the Workplace</u> Objective: Explore how French and German are used in different careers. Structure: - Starter: Match job titles in French/German to English equivalents. - Main: Research careers using languages (e.g. tourism, diplomacy, engineering). - Task: Create a bilingual (if DL) French or German careers poster with job titles and countries.</p> <p><b>Music</b> Career – Composer Reference to patronage in the baroque era when studying Vivaldi’s compositions for the school, Handel’s for the church and monarchy and Bach’s for wealthy nobels</p>	<p>Session 5 – Online Safety</p> <p><b>Art</b> What is an Architect? Investigate the roll of an architect and some of the famous structures around the world that blur the line between function and Art.</p> <p><b>RE</b> Food laws in Judaism and Islam, links to careers in hospitality.</p> <p><b>PE</b> Putting it into practice – students given opportunities to score, umpire and referee games in lessons over the half term.</p> <p><b>MFL</b> Employer Encounter Objective - Understand real-world applications of languages through guest speakers. Structure: - Starter: Discuss jobs that use languages. - Main: Listen to a guest speaker or watch a video interview. - Task: Write questions and reflections in French/German. - Plenary: Share insights and link to future aspirations.</p> <p><b>Product Design</b></p>	<p><b>Geography</b> Explore the roles in the UK Met Office before carrying out a school microclimate study. (Links to unit “Why is weather important?”)</p> <p><b>Art</b> Look at Photography as an Art form and as a career. Look at the paths available to students including GCSE and A Level Photography.</p> <p><b>PSHE</b> Session 6 – Ambitions/aspirations Session 9 – Presentation Skills</p> <p><b>RE</b> Holocaust memorial projects, links to units on Judaism and religious response to the Holocaust. Look at how skills/knowledge gained in RE can be used to create respectful memorials. Pupils design and make memorials, then write a letter to the council persuading them to create their project.</p> <p><b>PE</b> Sports nutritionist – Discuss this career and how important it is for sports teams and Individual athletes today. Within athletics lessons focus on important nutrients for sport – Carbohydrates and protein and how diet is manipulated for different athletes. Look at hydration and why it is so</p>
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	<p><b>Textiles</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. They look at and compare handmade and commercially produced items.</p> <p><b>Computing</b> Career paths linked to graphic design</p>	<p>Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. Students look at the role of circuit designers and electrical engineers.</p> <p><b>Music</b> Career – performer Consideration of careers in musical performance when studying role of members of string quartet, a concerto soloist and orchestral musicians and a conductor</p> <p><b>Computing</b> Code.org clip delivered by those in professions connected to machine learning and AI. Real life examples</p>	<p>important for athletes, especially in hotter climates.</p> <p><b>MFL</b> Language Skills for Travel Objective: Learn how language skills are essential in travel and tourism. Structure: - Starter: Identify travel-related vocabulary in French/German. - Main: Role-play travel scenarios (e.g. airport, hotel check-in). - Task: Create a travel guide using target language phrases. - Plenary: Reflect on how languages help in global careers.</p> <p><b>Food</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. They look at home made and commercially produced items.</p> <p><b>Music</b> Career – music teacher Study of Mozart’s life as a composer who needed to top up his income by teaching private pupils</p> <p><b>Computing</b> Information about the role of web designers.</p>
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Year 9	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>Aspirations</b></p> <p><b>Future Skills questionnaire</b> completion – overview of student aspirations and awareness of Post-16 options</p> <p><b>Log on move on</b> introduction/logins - access information on routes into various careers (pre option choices)</p> <p><b>SEND</b> EHCP review- One Page Pupil Profile includes what's important to me in the future</p> <p><b>SEND</b> Future Aspirations Preparation for Adulthood</p> <p><b>SEND</b> specialist careers appointment</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p>Invitation to the <b>Careers Fair</b> (60+ employers/providers)</p> <p><b>Parent/Carer involvement</b></p> <p><b>PAL Legislation</b> – speaker Natalie Dobson from DRAX talking about different jobs within the organisation and their apprenticeships.</p> <p><b>Year Leader</b> - International Women’s Day - former students visit to showcase and talk about different careers (every 2 years to Years 8 and 9)</p> <p><b>KS3 Discover Your Voice workshop</b> – an external facilitator from the English Speaking Union (ESU) gives a workshop to KS3 students on public speaking and debating skills</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p>Year 9 <b>‘Be Open-minded’</b> workshops</p> <p>Access alumni recordings on the Knowledge Hub.</p> <p>Workplace visit</p> <p><b>Skills through Extra-curricular:</b> Bronze DofE Award KS3 Debate Club BHS Journal – magazine production club</p> <p><b>Aspirations</b></p> <p>PSHE Ambassador applications</p> <p><b>Careers in the curriculum</b></p>

<p><b>Skills through Extra-curricular:</b> Bronze DofE Award Greenpower car project KS3 Debate Club BHS Journal – magazine production club</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Area</li> <li>• Measurement</li> </ul> <p><b>English: The Gothic - Frankenstein</b> Writing for a magazine, competition or website: students write a gothic short story (or opening) and pitch it to a publisher. Film set/costume design: students use their knowledge of the gothic to advise a filmmaker about creative decisions.</p> <p><b>Science</b> Pupils will learn the role of nutritionists. Nutritionists play a broad role in keeping us healthy by studying how food affects the body and using that knowledge to promote balanced diets and good eating habits. They</p>	<p><b>Aspirations</b></p> <p>Aspirations discussion with <b>SLT</b> – options and future plans</p> <p>Careers <b>assembly</b> during careers week</p> <p>Pathways Year 9 – <b>Options evening</b> around the school.</p> <p><b>Skills through Extra-curricular:</b> Bronze DofE Award KS3 Debate Club BHS Journal – magazine production club Poetry by Heart competition Inter-house debate competition (Yrs 7-10)</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Pythagoras</li> <li>• Symmetry</li> </ul> <p>Financial Capability - Maths and Money – looks at take home pay for a variety of careers using maths.</p> <p><b>English: War Poetry</b></p>	<p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Ratios</li> <li>• Speed</li> </ul> <p><b>English: Dystopia – Fahrenheit 451</b> Writers, publishers and censorship: a history of censorship and book banning/burning. Human-rights law &amp; advocacy for freedom of expression: present a case defending a book which is threatened with censorship or banning.</p> <p><b>Science</b> <u>A</u>ll living things are made of cells, the tiny building blocks of life. Some cells have a very special job: they can develop into many different types of cells in the body. These are called stem cells. Scientists who study stem cells are called stem cell scientists, and they work to understand how these cells help the body grow, repair itself, and fight diseases.</p> <p><b>History</b> – Medicine Through Time topic – History and a Career in Medicine - Alice W video</p> <p><b>Geography</b> Disaster response simulation on Myanmar earthquake – use of RGS resources to explore the geographers</p>
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	<p>help prevent and manage health conditions like obesity, diabetes, and heart disease by advising individuals, schools, and communities on nutrition. Their work supports overall well-being and long-term health.</p> <p><b>History</b> – Options related – Q&amp;A with Mary Walker – Solicitor /Partner Law Firm</p> <p><b>Geography</b> Research the roles in the Antarctica Survey (biogeochemist, pilot, cloud physicist, field assistant) while investigating living and working on the continent. Enter national competition to design a flag for Antarctica and link to roles in international relations/diplomacy (Link to unit “How important is Antarctica?”)</p> <p>Host virtual RGS webinars after school (also shared with parents)</p> <ul style="list-style-type: none"> <li>- Careers in natural hazards (10/9/25)</li> <li>- <u>What do geographers actually do?</u> (15/10/25)</li> <li>- Careers in coastal landscapes (19/11/25)</li> </ul> <p><b>MFL – French</b> In module 2 of the SOW students learn to talk about what job they want to do etc. Students will explore real careers in France, research job roles,(Air France, Disneyland Paris etc.) and present their own future</p>	<p>Photography: inspired by Duffy’s ‘War Photographer’, students explore and present ideas about what makes a great photograph. Counsellor/Therapist: students look at the video explaining Simon Armitage’s Manhunt and the real inspiration for the poem. They write a letter from the perspective of a therapist.</p> <p><b>Science</b> Pupils look at the role of climate scientists. Climate scientists play a vital role in helping us understand the world we live in. They study how the Earth’s climate system works and how it is changing over time. By using science, technology, and data, they help predict future climate conditions and find ways for people and wildlife to adapt.</p> <p><b>History</b> – Options video – Dr Jenny MacLeod – Head of Faculty Hull University - ‘Why study History’ - Life as a History student</p> <p><b>Geography</b> Explore the role of the UN in alleviating global challenges and jobs such as disaster risk specialist, global health advocate, nutrition specialist (links to unit “Is our world equal?”)</p> <p><b>MFL – French</b> – Students study module 4 about the environment: Students will explore careers in France that contribute to society and the environment, such</p>	<p>behind the map (links to unit “Global Hazards”)</p> <p><b>MFL – French</b> Module 5 – The French speaking world Students will explore careers that involve travel, languages, and international work in French-speaking countries. They will use vocabulary and grammar from the unit to describe these careers and express their aspirations. Use the Government outreach programme with the live sessions where possible about people working for the British Council.</p> <p><b>German</b> Berufsinterviews (Career Interviews) Objectives: Practice asking and answering questions about jobs in German Develop speaking and listening skills Activity Structure: Starter: Review question words (Was, Wo, Warum, Wie lange) Main: Pair work – conduct mock interviews in German Plenary: Reflect on what makes a good interview</p> <p><b>Art</b> Look at popular trends that sell well. Posterise is popular and is often applied to</p>
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	<p>career aspirations in French. They will use vocabulary and grammar from the unit, including <b>vouloir + infinitive, near future tense, and perfect tense.</b></p> <p>German -</p> <p>Mein Traumberuf (My Dream Job) Objectives: Use modal verbs to describe job preferences Explore vocabulary related to professions and workplaces Activity Structure: Starter: Match German job titles with English equivalents Main: Write 5 sentences using 'möchte' and 'werden' to describe dream jobs Plenary: Share with a partner and give feedback</p> <p><b>Art</b> Look at mass produced, industrial scale ceramics such as roof tiles and compare to hand crafted pieces. Why are hand crafted pieces so much more expensive?</p> <p><b>PSHE</b> Session 2 – Careers/employability Session 3 – Protected Characteristics (&amp;inclusivity in the workplace)</p> <p><b>PE</b></p>	<p>as environmental scientists, veterinarians, nutritionists, and NGO workers. They will use vocabulary and grammar from the unit to describe these jobs and express their aspirations.</p> <p><b>German</b> - Sprachen im Beruf (Languages at Work) Objectives: Understand how German is used in different careers Identify industries where language skills are valuable Activity Structure: Starter: Watch a short video of a professional using German at work Main: Research and present a job that uses German Plenary: Class discussion on the importance of languages</p> <p><b>Art</b> AI and Art. Look at AI and how it is changing the way that artists work. How might AI change the job landscape within the arts?</p> <p><b>PSHE</b> Session 6 – Road Safety (delivered by Humber Fire and Rescue, with input on careers)</p> <p><b>RE</b> Sena My Future. My Career. My RE. video on TrueTube linked to careers in RE. Links to topic of Crime and degrees in law.</p>	<p>famous images (that the artist may not have the rights to). Plagiarism. How does IP work and what happens if an artist uses an IP without permission? Look at small businesses on ETSY and other online selling sites to see what they are selling.</p> <p><b>PSHE</b> Session 9 – Presentation Skills</p> <p><b>RE</b> Forms of punishment and forgiveness – look at the role of chaplains within the Prison Service.</p> <p><b>PE</b> Visit to Beverley leisure centre, experience a fitness session run by a member of staff. Look at the facilities and different careers within the leisure centre.</p> <p><b>Food</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation</p> <p><b>Music</b> Career – Singer/Actor/Dancer.</p>
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	<p>Introduction to careers in the fitness industry. Link to importance of health and fitness through cross country lesson. Discuss different careers in fitness.</p> <p><b>Textiles</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. This project is looking at interior design and the students prepare mood boards using industry techniques.</p> <p><b>Music</b> Career – Composer. Creation of a blues composition.</p> <p><b>Computing</b> Role of programmer/software developer or animation/photoshop use to fulfil a customer brief</p> <p><b>RE</b> New HoD</p>	<p><b>PE</b> Within the fitness scheme of work (5 weeks), study the role of fitness instructors. Practically experience different training methods used in the industry to improve fitness – Boxercise, Yoga, Aerobics, Circuits (strength and conditioning)</p> <p><b>Music</b> Career – Music publishing Scott Joplin’s ‘Entertainer’ as one of the first pieces of mass-produced sheet music for purchase by amateur pianists to play at home.</p> <p><b>Product Design</b> Lesson PP includes one slides on what career path the students could follow using the skills they have learnt that rotation. The project includes the designers Tatty Devine. The students investigate their career paths and look at their successful business. They design jewellery ‘in the style of’.</p> <p><b>Computing</b> The development of a phone app with links with future jobs and earnings</p>	<p>Consideration of the multidisciplinary aspects of a career as a performer in musical theatre.</p> <p><b>Computing</b> The roles in Cybersecurity</p>
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<p>Year 10</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>Skills through Extra-curricular:</b></p> <p><b>Sports Leaders Course</b> in Core PE lessons &amp; opportunity to lead primary schools in Sports Hall athletics. Silver DofE Award BHS Journal – magazine production club KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p><b>Future Skills questionnaire</b> completion – overview of student aspirations and awareness of Post-16 options</p> <p><b>Log on move on</b> introduction/logins/application, CV, personal statement writing – via PSHE lessons</p> <p><b>Study skills</b> – for the whole year group to support all students</p> <p><b>Career assemblies / tutor supported tasks -</b></p> <ul style="list-style-type: none"> <li>• <u>Introduction to Post 16 routes</u></li> <li>• <u>Post 16 course comparison</u></li> <li>• <u>Which type of course would be most appropriate from my expected grade ranges</u></li> <li>• <u>Post 16 college comparison</u></li> </ul>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>PAL Legislation</b> – speaker Rowan Todd from NYBEP to talk about understanding apprenticeships. What they are, roles and levels and next steps</p> <p>Invitation to the <b>Careers Fair</b> (60+ employers/providers)</p> <p>Extended assemblies to meet the <b>PAL</b> legislation – x1 6<sup>th</sup> form, x1 college, x1 apprenticeship provide – x3 separate assemblies</p> <p><b>Skills through Extra-curricular:</b> Silver DofE Award</p> <p>BHS Journal – magazine production club Poetry by Heart competition Inter-house debate competition (Yrs 7-10) KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p>Aspirations <b>discussion</b> with <b>SLT</b> and key staff (After Easter)</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p>Access alumni recordings on the Knowledge Hub.</p> <p><b>Work experience offering</b></p> <p><b>Future’s Day</b> – Taster day a local college or Sixth form. Apprenticeship visit/information.</p> <p><b>Visit from Mind</b> – roles and responsibilities for social workers and art therapists</p> <p><b>Skills through Extra-curricular:</b> Silver DofE Award</p> <p>Year 10 <b>sports leaders</b> run primary tennis festival.</p> <p><b>Head of House</b> applications</p> <p><b>PSHE Ambassador</b> applications</p> <p>BHS Journal – magazine production club</p> <p>KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p><b>Careers in the curriculum</b></p>
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**1-1 tutor meetings** – Opportunity for students to meet individually to discuss their Y10 reports and the post 16 pathways they are leaning towards in conjunction with their expected grade ranges. Tutors can then sign post events or courses that are relevant.

**SEND EHCP review**- One Page Pupil Profile includes what's important to me in the future

**SEND** Future Aspirations Preparation for Adulthood

**SEND** specialist careers appointment

#### **Careers in the curriculum**

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Powers and Roots
- Estimation
- Decimals
- Algebra

#### **English: An Inspector Calls**

Inspector Goole vs a real police inspector.

Priestley's politics: understanding socialism (and capitalism)

#### **Chemistry**

Mole calculations-applications to real life in the chemical industry, looking at waste reduction and management.

**Reports** are issued to all students – 1:1 meeting with **form tutor** to discuss attainment and ATL

#### **Careers in the curriculum**

**Business** – Why people start their own business. Focus is on aims and objectives plus necessary skills.

#### **Economics**

`Careers in Economics` by Discovery Economics – Information pack which introduces some economics-related careers and explores the benefits of pursuing a career in the field. It also provides some snapshots of the day-to-day lives of those working in economics.

**MFL** – Learn about different job opportunities within the German and French speaking world – reading about jobs in a ski resort

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Geometry
- 2D Shapes
- Distance
- Trigonometry

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Inequalities
- Circles
- Sequences

#### **English: Public Speaking**

In preparation for the Spoken Language Endorsement task, students study how to write a speech and how to deliver a presentation.

#### **Chemistry**

Role of plant chemists- kinetics matters in chemical reactions because it tells us how fast a reaction happens and what factors control that speed. This is important for both understanding chemical processes and applying them in real-life situations.

#### **Physics**

Pupils explore the role of material scientists.

**History** – Teacher talk through – Law – within Law and Control in Weimar and Nazi Germany

**Geography** Visit from senior coastal change manager (ERYC) and decision-making task linked to Withernsea fieldwork (links to unit “Distinctive Landscapes”)

<p><b>Physics</b> Electrical engineers- role in the national grid.</p> <p><b>Geography</b> Visit from Forestry Manager (Chatsworth Estate) - discuss career pathway, use of GIS, Q and A – November (Links to unit “Sustaining ecosystems”)</p> <p>RGS virtual webinars offered after school (and shared with parents) Careers in natural hazards 10<sup>th</sup> Sept What do geographers actually do? 15<sup>th</sup> Oct Careers in coastal landscapes 19<sup>th</sup> Nov</p> <p><b>Photography</b> A general overview of career paths that an open up through studying an Art based subject.</p> <p><b>Business</b> FEO NxGen `Enterprise Day` at BGS. Students participate in a series of entrepreneurial workshops delivered by local entrepreneurs then develop and present a business idea.</p> <p><b>Economics</b> FEO NxGen `Enterprise Day` at BGS. Students participate in a series of entrepreneurial workshops delivered by local entrepreneurs then develop and present a business idea.</p> <p><b>History</b></p>	<p><b>English: the C19th novel</b> <i>Great Expectations/A Christmas Carol</i> - <i>biographical</i> context. Study of Dickens’ career, how he worked and how his work was published. <i>Jekyll and Hyde</i> – Video narrated by Iain Rankin, discussing how Stevenson wrote the novel and its relationship to modern detective fiction.</p> <p><b>Chemistry</b> Looking at the roles of metallurgists and the different required properties of metals and their alloys.</p> <p><b>Physics.</b> Pupils explore the role of scientists in the nuclear industry. Nuclear energy is one of the most powerful energy sources in the world. But behind the safe and controlled use of this energy are highly skilled professionals called Nuclear Engineers. They use their knowledge of atoms, particles, and energy transfer to produce electricity, power submarines, and develop medical.</p> <p><b>History</b> Weimar Germany architecture - – Life as an architect</p>	<p>Physical Geography photography competition from the GA shared (links to “Distinctive Landscapes” unit)</p> <p>Also – share work experience opportunities as they appear on GA</p> <p><b>Art</b> Focus on an individual career within the arts: Art Therapist</p> <p><b>Photography</b> Focus on an individual career: Forensic Photographer.</p> <p><b>PSHE</b> Session 8 – personal statement writing Year Leader</p> <p><b>PE</b> Research different leadership jobs/roles in sport in local community sports settings.</p> <p><b>French</b> Careers Fair Presentation in French Students choose a career they’re interested in and prepare a short presentation in French explaining how school subjects help prepare for it, linking to vocabulary from Module 5.</p> <p><b>German</b> Meine Welt, deine Welt: Beruf global</p>
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<p>Medicine Through Time – Nursing Florence Nightingale – video from Jasmine Gray (13 minutes)</p> <p><b>Art</b> A general overview of career paths that an open up through studying an Art based subject.</p> <p><b>PSHE</b> Session 3 – careers/employability</p> <p><b>RE</b> Arun – My future, my career, my RE. Junior doctor discussing the benefits of studying RE on his practice. Links to lessons on quality/sanctity of life.</p> <p><b>PE</b> Students study the sports leader's unit of work (5 weeks) looking at the qualities needed to be a good leader and the careers of leaders in sport – Coach, Manager, PE teacher.</p> <p><b>French</b> Activity: French Media Careers Exploration Students research careers in the French-speaking media industry (e.g., journalist, film critic, radio presenter). They create a short profile in French of one career, including required skills and typical tasks.</p> <p><b>German</b> Freizeit und Beruf Objective: Explore how leisure interests can lead to career paths involving languages. Structure:</p>	<p><b>Geography</b> Visit from World Food Programme about food security and job role <u>OR</u> <a href="https://www.rgs.org/schools/resources-for-schools/geographical-careers-in-food-security-activity">https://www.rgs.org/schools/resources-for-schools/geographical-careers-in-food-security-activity</a> (links to unit on Resource Reliance)</p> <p><b>Photography</b> Focus on an individual career: Wedding Photographer.</p> <p><b>Art</b> Focus on an individual career within the arts: Visual effects artist.</p> <p><b>PSHE</b> Session 4 – interview/application skills Session 5 – money &amp; finance</p> <p><b>PE</b> Opportunity for all students to be a sports leader - plan &amp;/or lead a sports session/warm-up/drill to their peers in lessons. After school – some students can lead a sports hall athletics event to visiting primary school children.</p> <p><b>French</b> Activity: Event Planner Role-play Students plan a French cultural</p>	<p>Objective: Explore global careers and how German is used in international contexts. Structure: - Research companies that operate in Germany and the UK (e.g. BMW, Siemens). - Students create a job advert in German for a bilingual role. - Discussion: "Warum ist Deutsch wichtig in der Arbeitswelt?"</p> <p><b>Child Development</b> The role of the health professionals during pregnancy and birth. Specifically midwife, obstetrician, health visitor, sexual health professionals, gynaecologist, sonographer, pediatrician and GP</p> <p><b>Music</b> Career – Performer. Importance of performance quality fit for paying audience for the end of Y10 solo and ensemble performances .</p> <p><b>Food –</b> Food Provenance and Food Safety officer roles explained, catering kitchen food safety rules</p> <p><b>Product Design –</b> Core section goes through various job roles through materials, video on the role of a joiner and printers in packaging design. Laminating in industry and marquetry project look at real world examples and the designers behind them.</p>
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<p>- Students list their hobbies and match them to potential careers (e.g. gaming → game developer, music → sound engineer).</p> <p>- Introduce German vocabulary for hobbies and related professions.</p> <p>- Students create a profile in German: "Ich interessiere mich für... Deshalb möchte ich vielleicht... werden."</p> <p><b>Product Design</b> – Fact files on designers – Thomas Heatherwick and Zaha Hadid to name a few. Automata project – look at designers of moving toys.</p> <p><b>Child Development</b> - The role of those in pre-school and early years provision. Visit from a Nursery Practitioner including information on apprenticeships.</p> <p><b>Music</b> Career – composer under patronage. Consideration of patronage in the study of Bach’s set work.</p> <p><b>Computing</b> A general overview of career paths that an open up through studying Computer Science.</p> <p><b>Drama</b> Stage/costume design in Blood Brothers</p> <p><b>Media Studies</b> Looking at advertising/marketing jobs and skills.</p>	<p>celebration (e.g., Bastille Day) for a school or community setting. They present their plan in French, including venue, food, entertainment, and budget.</p> <p><b>German</b> Internationale Freizeit Objective: Understand how leisure industries operate internationally and require language skills. Structure: - Explore leisure jobs in tourism, hospitality, and sports that require German. - Role-play: Students act as hotel receptionists or tour guides using German phrases. - Create a mini travel brochure in German for a German-speaking country.</p> <p><b>Music</b> Career – film music composer. Consideration of commissions for film, TV and stage music in the study of John Williams set work.</p> <p><b>Computing</b> Job roles linked to Networks – Large to small companies</p> <p><b>Textiles</b> – Techniques inspired by practising textile arts such as Lily</p>	<p><b>Textiles</b> – Architecture Project inspired by famous artists such as David Hockney, Hundertwasser and Van Gogh. Students are still looking at techniques inspired by different textile artists such as Ruth Issett, Lynn Skordal and Anne Smith. Studying these artists allow students to understand the diverse pathways within a textile-based career. Once a term a V&amp;A webinar is shown for KS4 and KS5 based upon a designer or a career pathway.</p> <p><b>Business</b> Careers in business functional areas: Careers in marketing investigation Writing a Business Plan</p> <p><b>Economics</b> Careers in Economics Podcasts Careers of professional economists</p> <p><b>Computing</b> Careers in cybersecurity</p> <p><b>Drama</b> Script-writing/editing</p> <p><b>RE</b> New HoD</p> <p><b>Media Studies</b> Production – coursework task involves creating a media product working to a specific brief.</p>
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	<p><b>Textiles</b> Techniques inspired by practising textile arts such as Carolyn Saxby, Karen Hall and Cyndi Lavin. Studying these artists allow students to understand the diverse pathways within a textile-based career. Once a term a V&amp;A webinar is shown for KS4 and KS5 based upon a designer or a career pathway.</p> <p><b>Food</b> <b>Biology</b></p>	<p>Nichols, Judy Coates, Isobelle Moore. Studying these artists allow students to understand the diverse pathways within a textile-based career. Once a term a V&amp;A webinar is shown for KS4 and KS5 based upon a designer or a career pathway.</p> <p><b>Product Design</b> – Design packaging, look at printing process in industry, look at plastics moulding and what items in the home are created using this process.</p> <p><b>Food</b> The role of the food scientist</p> <p><b>Child Development</b> Health and safety within a childcare provision</p> <p><b>Drama</b> Looking at the work and writing of theatre critics.</p> <p><b>Media Studies</b> Careers focus: PR/ Social Media Manager.</p>	<p><b>Biology</b></p>
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<p>Year 11</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p><b>Apprenticeship Event</b> at Bishop Burton College – Range of apprenticeship providers present to find out more about these opportunities.</p> <p><b>Year 11 Assembly:</b> Life in the 6th Form led by 6th Form students and Head of J6</p> <p>J6 – Introduction to the <b>J6 common room</b></p> <p><b>PAL Legislation</b> – speaker Rowan Todd from NYBEP to talk about understanding apprenticeships. What they are, roles and levels and next steps</p> <p><b>Log on move on</b> introduction/logins/application, CV, personal statement writing – via PSHE lessons</p> <p><b>Skills through Extra-curricular:</b> Silver DofE Award BHS Journal – magazine production club KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p>Parent Information evening session</p> <p><b>Future Skills questionnaire</b> completion – overview of student aspirations and awareness of Post-16 options</p> <p>Careers guidance <b>interviews</b> (Level 6) for all of Y11</p>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p>Invitation to the <b>Careers Fair</b> (60+ employers/providers)</p> <p><b>Careers assembly</b> during careers week</p> <p><b>Skills through Extra-curricular:</b> Silver DofE Award</p> <p>BHS Journal – magazine production club Poetry by Heart competition KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p>Year 11 <b>visit</b> to <b>BGS</b></p> <p><b>Study skills</b> – Bespoke groups</p> <p>SLT pathways <b>interview</b> with all of Y11</p> <p>Early entry evening for parents/carers - Y11 and 12.</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Transformations</li> </ul>	<p><b>Contact with Employers/Employees/Apprenticeships/Colleges</b></p> <p>Access alumni recordings on the Knowledge Hub.</p> <p><b>Skills through Extra-curricular:</b> Silver DofE Award</p> <p>BHS Journal – magazine production club KS4 Joint debate club with BGS</p> <p><b>Aspirations</b></p> <p>Trip to <b>Oxford</b> and <b>Cambridge</b>.</p> <p><b>Careers in the curriculum</b></p> <p><b>Maths</b> – Maths Why bother? Videos below to be shown at appropriate times</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul> <p><b>Chemistry</b></p> <p>Students look the different jobs involve in making water safer to drink. Making water potable (safe to drink) is vital because dirty or contaminated water can make people seriously ill or even cause death.</p> <p>Physics</p> <p>Students learn that MRI physicists play a key role in developing and improving magnetic resonance imaging (MRI) technology used in hospitals to</p>
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**SEND** specialist careers appointment

**SEND** EHCP review- One Page Pupil Profile includes what's important to me in the future

**SEND** Future Aspirations Preparation for Adulthood

### Careers in the curriculum

**Maths** – Maths Why bother? Videos below to be shown at appropriate times

- Quadratic Equations
- 3D Shapes

### Chemistry

Analytical chemists specialize in using various techniques and instruments to analyse the composition of substances. They play a crucial role in fields like pharmaceuticals, environmental science, and food safety by detecting and quantifying chemicals in samples. Their work involves methods such as chromatography, and mass spectrometry, helping to ensure the quality, safety, and effectiveness of products. Analytical chemists not only identify unknown compounds but also troubleshoot complex problems in chemical processes.

### Physics

Student will look at the role of mechanical engineers

### History

History Pathways presentation (slide 14 onwards)

- Vectors

### Chemistry

Students learn about the role of chemists in designing formulations. Many of the products we use every day—such as medicines, paints, cleaning products, and cosmetics—are not made from a single substance. Instead, they are formulations, which are carefully designed mixtures of chemicals. Each chemical in a formulation has a specific function to make the product useful.

### Physics

Students explore the role of medicinal physicists such as radiographers and the applications of radiations in medicine.

### History –

American West topic – Portrayal of Indigenous People through film.  
Presentation on life as a Editor

### Geography

Careers that shape the UK – top down government task force to create an action plan addressing regional issues (links to unit “UK in the 21<sup>st</sup> century)

### Photography

create detailed images of the inside of the body. They apply principles of physics to ensure MRI scanners produce clear and accurate images, optimise scan safety and efficiency, and help interpret complex results. Their expertise supports accurate diagnosis and patient care.

**Geography** Share RGS competition for summer: <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2025-competition>

Also, share RGS career webinars and work experience opportunities (e.g. Environment Agency / Antarctic Survey shared via GA newsletter) with students and parents.

### Business

Starting your own business. Writing a Business Plan.

### Economics

`Young Economist of the year` competition.  
Students

### French

Activity: Careers in Sustainability Presentation  
Students research a career that contributes to solving global issues (e.g., environmental scientist, NGO worker, urban planner) and present in French how this job helps tackle climate change or social inequality.  
Skills: Research, presentation, global citizenship.

<p><b>Geography</b> RGS virtual webinars offered after school (and shared with parents) Careers in natural hazards 10<sup>th</sup> Sept What do geographers actually do? 15<sup>th</sup> Oct Careers in coastal landscapes 19<sup>th</sup> Nov</p> <p>(Plans in place to offer trip to Iceland in Sept 2026 to include visit to Ocean Cluster – blue economy)</p> <p><b>Photography</b> How to assemble a portfolio. How to advertise yourself. Website? Social Media?</p> <p><b>Business</b> `IFS Be the Chancellor`. Students get to produce their own budget for the country and experience what the role of `Chancellor of the Exchequer` involves whilst developing the skills of an economist.</p> <p><b>Economics</b> `IFS Be the Chancellor`. Students get to produce their own budget for the country and experience what the role of `Chancellor of the Exchequer` involves whilst developing the skills of an economist.</p> <p><b>Art</b> Look at the transferrable skills that are developed and enhanced through the study of an Art based subject. Look at how to break them down and how to include them in a CV.</p>	<p>What does freelance mean? How could you sell your work? What is Print on Demand?</p> <p><b>Business</b> <b>Bank of England</b> - Exploring careers in professional and financial services - post-visit activities. Exploring careers in professional and financial services</p> <p><b>Economics</b> <b>Bank of England</b> - Exploring careers in professional and financial services - post-visit activities. Exploring careers in professional and financial services</p> <p><b>Art</b> Creative Entrepreneur – Running your own creative business, online shop (e.g., Etsy), or studio.</p> <p><b>PSHE</b> Session 4 – interview/application skills Session 5 – money and finance</p> <p><b>PE</b> Evaluate the importance of Teamwork skills, not just in a sporting context but how they are transferable to other careers and jobs.</p>	<p><b>German</b> Activity: Careers in Global Development Presentation Students research a career that addresses global challenges (e.g., Entwicklungshilfe, Umweltschutz, Menschenrechte) and present in German how this job contributes to solving global problems. Skills: Research, presentation, global citizenship.</p> <p><b>Product Design</b> – Investigation in different designers in history from the Arts and Crafts to Post Modernism. Design lighting in the style of their chosen designer.</p> <p><b>Media Studies</b> Careers focus: Video Game Designer</p> <p><b>Drama</b> Actor: a look at the various career options and routes available to actors.</p>
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**PSHE**

Session 3 – careers/employability

**PE**

Teamwork – skills used and transferability to careers. Students given the opportunity to develop effective teamwork in practical lessons through the 'Team Challenge' unit (6 weeks) Each week students work in teams to compete in a different game/activity/challenge with a focus on developing a particular skill. Teamwork Skills may include - Communication, Encouraging others, Enthusiasm & Collaboration, Respect and Empathy for teammates, Leadership & Adaptability.

**French**

**Activity:** Careers in Health Role-play  
Students research health-related careers in French-speaking countries (e.g., médecin, infirmier, nutritionniste). They then role-play a consultation between a doctor and patient in French, using vocabulary related to health, lifestyle, and future intentions (simple future tense).  
Skills: Speaking, vocabulary application, career awareness.

**German**

**Activity:** Tourism Careers in German-Speaking Countries  
Students explore careers in tourism such as Reiseleiter (tour guide), Hotelmanager (hotel manager), or Verkehrsplaner (transport planner).

**French**

CV and Job Interview Simulation  
Students create a French-style CV for a career they're interested in and prepare answers to common interview questions in French. They then take part in a mock interview with a partner or teacher.  
Skills: Writing, speaking, self-presentation, employability.

**German**

**Activity:** German CV and Job Interview Simulation  
Students create a German-style CV for a career they're interested in and prepare answers to common interview questions in German. They then take part in a mock interview with a partner or teacher.  
Skills: Writing, speaking, employability, self-awareness.

**English**

Introducing literary criticism and exploring the critical history of Macbeth.

**Music**

Completion of composition to brief

**Child Development**

<p>They create a travel itinerary in German for a city or rural area in Germany, Austria, or Switzerland, including places to visit, accommodation, and transport. Skills: Writing, cultural knowledge, planning.</p> <p><b>English</b> English Language Mock Exam writing: addressing form, audience and purpose. Verisimilitude: thinking like a writer, not a GCSE student.</p> <p><b>Product Design</b> – Industrial visits, last year to a sports car racing team in Doncaster previously to Hull University and Swift Caravans, Cottingham. Help with applying to University design courses and apprenticeships</p> <p><b>Music</b> Career – Composer. Composition to a set brief (set by exam board) considered as an example of role of composer in the real world.</p> <p><b>Child Development</b> The role of preschool provision in the development of under 5 children. Wider roles that benefit from an understanding of child development.</p> <p><b>Computing</b> Career opportunities for programmers and how the process of coding builds transferrable skills</p> <p><b>RE</b></p>	<p>Revisiting the specific roles of professionals during pregnancy and birth</p> <p><b>Computing</b> Solving problems with code</p> <p><b>RE</b> New HoD</p> <p><b>Media Studies</b> Careers focus: TV critic – looking at the work and writing of TV critics.</p> <p><b>Drama</b> Careers focus: Theatre Practitioners – looking at roles and skills.</p> <p><b>Biology</b> <b>Textiles</b> Once a term a V&amp;A webinar is shown for KS4 and KS5 based upon a designer or a career pathway.</p> <p><b>Product Design</b></p>	
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New HoD

**Food**

**Media Studies**

Careers focus: News editor & Journalist

**Drama**

Careers focus: Director. Looking at the role of the director, with examples.

**Biology**

**Textiles**

Continuing with the Architecture project, looking at famous artists and textiles artists and practising the techniques that are inspired by these artists.

Once a term a V&A webinar is shown for KS4 and KS5 based upon a designer or a career pathway.

**Food**

<p>Year 12</p>	<p>Careers guidance <b>interviews</b> (Level 6)</p> <p>Launch of Year 12 <b>Work experience</b> and virtual work experience. All students complete one week of work experience in July of Year 12.</p> <p>Access to <b>super-curricular</b> resources on each subject to explore subjects and career opportunities further</p> <p><b>SEND specialist</b> careers appointment</p> <p><b>SEND</b> EHCP review- One Page Pupil Profile includes what's important to me in the future</p> <p><b>SEND</b> Future Aspirations Preparation for Adulthood</p> <p>Y12 – <b>early entry</b> support for those applying to Oxbridge or for Medicine, Dentistry and Vet Sciences, including mock interviews and advice on admissions tests</p> <p>Gold <b>DofE</b> Award</p> <p><b>Economics</b>  `IFS Be the Chancellor`. Students get to produce their own budget for the country and experience what the role of `Chancellor of the Exchequer` involves whilst developing the skills of an economist.</p>	<p>Invitation to the <b>Careers Fair</b> (60+ employers/providers)</p> <p>Visit to <b>Sheffield University and Apprenticeship Fair</b></p> <p><b>Early entry evening</b> for parents/carers - Y11 and 12.</p> <p>Gold <b>DofE</b> Award</p> <p>Breakfast <b>lecture</b> programme</p> <p>Y12 – <b>early entry</b> support for those applying to Oxbridge or for Medicine, Dentistry and Vet Sciences, including mock interviews and advice on admissions tests</p>	<p>All students complete one week of <b>work experience</b> in July of Year 12.</p> <p><b>Open Days and apprenticeship sessions</b> to explore post-18 opportunities</p> <p>Visit to <b>This is Hull</b> at the University of Hull – attending lectures and seminars in a range of subjects</p> <p><b>Gold DofE</b> Award</p>
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	<p><b>Geography</b>  Visit from GIS consultant (RGS ambassador) to share career pathway and job role – links to skills for NEA completion</p>		
Year 13	<p><b>SEND</b> specialist careers appointment</p> <p><b>SEND</b> EHCP review- One Page Pupil Profile includes what's important to me in the future</p> <p><b>SEND</b> Future Aspirations Preparation for Adulthood</p> <p>One to one support from tutor and J6th team with university or other destinations - including 1-1 for early entry.</p> <p>Tutor programme with support for students and parents as they explore post-19 opportunities (e.g. talk for parents on Student Finance)</p> <p>Gold DofE Award</p>	<p>Invitation to the Careers Fair (60+ employers/providers)</p> <p>Breakfast lecture programme</p> <p>One to one support from tutor and J6th team with university or other destinations - including 11 for early entry.</p> <p>Gold DofE Award</p> <p><b>History</b>  Visit to Hull University – studying History, related careers and a 'History in the News' lecture</p> <p><b>Politics:</b>  Visit to UK parliament for Politics students</p>	<p>Bespoke support for those students who have yet to secure positive destinations</p>

