

GATSBY	CDI LEARNING AREA	Year 7	Year 8	Year 9	Year 10	Year 11
2 3 8 [1]	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?	Aspirations 1 & 2 Reflecting on my career journey: past, present and future	What are my employability skills?
2 7 [2]	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	A- Levels Apprenticeships Russell Group universities	Post-16 choices
2 7 8 [3]	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 own post-16 pathway
2 6 7 [4]	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		Researching volunteering and paid work
2 3 6 7 [5]	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 work-life balance?	What does success mean?	Working and earning: managing your money	Wellbeing in the workplace	Money talks: apprenticeships vs higher education
2 3 6 [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?	Paying for public services In person, hybrid and remote: what works best?	Is AI a threat to jobs?
3 8 [7]	Psychometric testing lessons			Using the interest profile	Using the personality profile	

[1] Supports Gatsby 2 by providing examples of the value of learning and qualifications and their connection to career.

Supports Gatsby 3 by showing students how recording achievements can support lifelong learning and reflection.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[2] Supports Gatsby 2 by encouraging exploration and analysis of information about the labour market.

Supports Gatsby 7 by creating opportunities for pupils to find out about the full range of educational and training pathways.

[3] Supports Gatsby 2 by illustrating common career challenges and examining how they can be overcome.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

Supports Gatsby 8 by helping students to prepare for a personal guidance interview, giving them opportunities to reflect on what activities they have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.

[4] Supports Gatsby 2 by encouraging exploration of entrepreneurship and self-employment as a career route.

Supports Gatsby 6 by preparing students for work experience.

Supports Gatsby 7 by discussing the way in which a commitment to lifelong learning can open up new opportunities and support progression.

[5] Supports Gatsby 2 by raising awareness of rights and responsibilities in the workplace and providing examples of work/life balance.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by encouraging pupils to use their experiences of work to find out about how others balance work with life.

Supports Gatsby 7 by recognising learning as a part of life which people need to make time for.

[6] Supports Gatsby 2 by providing labour market data, policies and issues for analysis and discussion.

Supports Gatsby 3 by challenging stereotypes and their relationship to life roles, work/life balance and career destinations.

Supports Gatsby 6 by supporting pupils to think about how organisations operate, what they contribute to society and the economy and what they might be

lauded or criticised for.

[7] Supports Gatsby 3 by providing personalised psychometric results.

Supports Gatsby 8 by generating information which can be used in 1:1 guidance sessions.