

Careers education: CDI spiral curriculum

Supports **Gatsby 1** by providing a stable careers programme with clear learning outcomes.

[LEARNING JOURNEY](#)

GATSBY		CDI LEARNING AREA			Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13		
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?			Reflecting on my career journey: past, present and future			What are my employability skills?			Preparing for a personal guidance one-to-one*			Personal branding: your CV and online profile				
			15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	N/A			
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			Exploring employer profiles			Post 16 – Choices, Choices			Post 18 – Choices, Choices			The basics of interviews: in person and online				
			15m	N/A		15m	60m		15m	N/A		15m	N/A		15m	60m		15m	60m		15m	60m			
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 post-16 pathway.			Setting career goals			Confidently managing transitions				
			15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m			
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			Preparing to go on work experience*			Researching volunteering and paid work			How to network and be enterprising			Preparing for an employer assessment day				
			15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m			
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 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			Wellbeing: balancing life, learning and work			Being self-employed and working freelance				
			15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m			
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?			In person, hybrid, and remote: what works best?			Is AI a threat to our jobs?			What makes an employer 'good' to work for?			Should all employers adopt a four-day week?				
			15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m		15m	60m			
3 8 [7]		Psychometric testing lessons										Using the Interests profile						Using the Interests profile							
												N/A						N/A							
												Using the Personality profile						Using the Personality profile							
												N/A						N/A							
												Using the Work environments profile						Using the Work environments profile							
												N/A						N/A							
												Using the Skills profile part 1: Skills quiz						Using the Skills profile part 1: Skills quiz							
N/A			N/A																						
Using the Skills profile part 2: Skills test			Using the Skills profile part 2: Skills test																						
N/A			N/A																						
4 [8]		Linking careers to curriculum template				Careers in the curriculum templates (11-14)						Careers in the curriculum templates (14-16)						Careers in the curriculum templates (16-18)							

*Preparing for a personal guidance one-to-one and Preparing to go on work experience lessons can be used repeatedly with students in any year group before a one-to-one guidance meeting or work experience placement.

Two weeks' worth of work experience (broken down into one weeks' worth of work experience activities in years 7 to 9 and one week's worth of work experience placement(s) in year 10 and 11) is currently not yet a mandatory requirement, but a policy aspiration.

[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.

[8] Supports Gatsby 4 by providing a template for subject teachers to link their subject area to careers.