Ermysted's Grammar School
Careers Curriculum Map 2026

Aligned with DfE statutory guidance (2026), updated Gatsby Benchmarks and Provider Access requirements

This curriculum map brings together the taught careers curriculum, employer/provider encounters, modern work experience, further and higher education encounters, personal guidance and parent/carer engagement at Ermysted's Grammar School.

Year 7: Discover

Term	Aim	Activity	Learning Objectives and Impact	Gatsby
Autumn 1	Careers and Unifrog Launch	Identifying interests and understanding self Assembly: Unifrog Launch	Understand the purpose of careers education; explore interests and strengths; introduce Unifrog Careers Library and profile. Baseline questionnaire completed.	GB 1, 3
Autumn 2	Strength, aspirations and goal setting	End of term PSHCE quiz Ermysted's Careers Fair	Identify personal strengths, interests and aspirations; recognise how skills can develop. Prepare questions for employer/provider encounters at Careers Fair.	GB 1, 3, 5, 7
Spring 1	The changing world of work	Identifying changes in the job market and discussing how jobs will develop in the future.	Explore how work has changed across generations; introduce local/national labour market information, emerging sectors and changing skills needs.	GB 2
Spring 2	Skills for the future	Skills needed in the past and for the future.	Distinguish transferable, technical and workplace skills; link skills to occupations; practise questioning employers and reflecting on answers. Interview a family member/friend about workplace skills; identify personal skills to develop; employer encounter reflection.	GB 1, 2, 3
Summer 1	What is a work-life balance?	Balancing life as a worker/entrepreneur/employee with family, friends and wellbeing	Understand what work-life balance is and how to develop healthy habits and ways to improve work-life balance.	GB 1, 3
Summer 2	Creative Careers and STEM Careers	Enrichment Week Activities	Understand the role of a dance instructor and creative careers professional; understand the role of RAF engineers.	GB 1, 3, 5, 6
Modern Work Experience: Nell Bank; RAF: Hydrogen Challenge Day; Thornthwaite.				GB 6
Parent Engagement: Year 7 Transition Evening; Y7 Consultation Day; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3, 8
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4

Year 8: Explore

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	Exploring Interests	Complete Careers/Subjects Library activity; update Unifrog profile. GCSE Curriculum Evening.	Link subjects, qualifications, skills and occupations; develop independent careers research skills.	GB 1, 3
Autumn 2	Understanding pathways	Options discussions with tutor. Ermysted's Careers Fair	Understand how GCSE subjects can keep different options open; introduce academic, technical and vocational pathways. Prepare for options discussions. Prepare questions for employer/provider encounters at Careers Fair.	GB 1, 3, 5, 7
Spring 1	GCSE options and decision making	GCSE Options Evening. Completed GCSE options process; reflection on how choices relate to future possibilities.	Use information about subjects, interests, strengths and future possibilities to make informed choices – completion of GCSE Options Form.	GB 1, 3, 4, 8
Spring 2	Linking activities inside/outside school to skills	Identify two skills developed and evidence for each.	Identify how enrichment, sport, volunteering and other activities develop transferable skills relevant to work.	GB 1, 3
Summer 1	The challenges and rewards of work	Compare the challenges and rewards of school with the challenges and rewards of working Assembly: Local apprenticeship and/or technical education provider	Reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment. Understand apprenticeships, technical qualifications and other qualifications on offer.	GB 2, 5 Phase 1 PAL 1
Summer 2	Green Careers	Enrichment Week Activities	Complete employer-led workplace activities in school (Birds of Prey; Physical Theatre Production Company), and two external workplace experiences (Quarry Visit; Beamish); develop communication, teamwork and problem solving.	GB 1, 5, 6
Modern Work Experience: Quarry; Beamish.				GB 6
Parent Engagement: Year 8 Curriculum Evening; Y8 Options Evening; Y8 Consultation Day; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3, 8
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4

Year 9: Investigate

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	Exploring pathways	Research five careers/pathways and record findings on Unifrog. Assembly: Local apprenticeship and/or technical education provider	Developing understanding of career pathways; link subjects, qualifications and occupations; explore a wider range of careers.	GB 1, 3 Phase 1 PAL 2
Autumn 2	Deepening Interests	Using the interests profile on Unifrog. Ermysted's Careers Fair	Use self-awareness information to identify possible career areas; connect interests and strengths to pathways. Prepare questions for employer/provider encounters at Careers Fair.	GB 1, 3, 5, 7
Spring 1	Labour Market Information	Assembly: What is LMI?	Understand local and national labour market trends, skills shortages, priority sectors, future trends and how LMI can inform choices.	GB 1, 2
Spring 2	Working and earning: managing your money	Exploring Employment rights as young workers in the UK	Identify employment rights as a school-age worker; calculate a monthly wage from an hourly rate or annual salary; list some essential and non-essential expenditure when creating a budget	GB 1, 3
Summer 1	Subject's library treasure hunt.	Using the Subjects Library and UK universities tool to find the best fit	Research how different subjects can lead to different university courses and understand pathways to higher education.	GB 1, 4
Summer 2	Enterprising Careers	Enrichment Week Activities	Participate in a week of employer-led enterprise and career activities (YBS; British Army; Marine Selection Process; Cybercrime; Bradford University Engineering; Lancaster University Chinese Language; Film Prosthetics), and one external workplace experience (Chester Zoo); practice presentation, teamwork, problem solving and enterprise.	GB 1, 3, 5, 6, 7
Modern Work Experience: Chester Zoo.				GB 6
Parent Engagement: Year 9 Parents' Evening; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps. **Careers Enrichment Carousel:** Six-week Careers programme for all Year 9 students as part of the Ermysted's Enrichment Carousel, covering areas such as personal finance, post-16 and post-18 pathways, recording skills and looking for opportunities.				GB 1, 2, 4

Year 10: Prepare

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	What is work experience?	Work Experience Launch and workplace readiness	Understand workplace expectations, professional behaviour, communication, questioning, rights/responsibilities, safeguarding and planning for work experience.	GB 1, 2, 3
Autumn 2	CVs and applications	CV Champions activity on Unifrog. First CV draft; Unifrog CV builder activity Ermysted's Careers Fair National Apprenticeships Fair for target group of students	Understand the purpose and structure of a CV; select relevant skills and evidence; introduce applications and cover letters. Prepare questions for employer/provider encounters at Careers Fair. Attend North-East National Apprenticeships Fair with target group of students to explore pathways in college, university, apprenticeships and other training programmes.	GB 1, 3, 5, 7
Spring 1	Recruitment and selection Structured CV	CV draft and final version; application/cover-letter task. Assembly: Local apprenticeship and/or technical education provider	Develop CVs using competencies from Y9; practice application writing, STAR examples, presentation and time management. Develop stronger awareness of local apprenticeships, technical qualifications and other qualifications on offer.	GB 1, 3 Phase 2 PAL 3
Spring 2	Building interview skills Introduction to Oxbridge	Personal Employer Encounters: Mock one-to-one interview for every student with an external employer Assembly: Talk from Brasenose College, Oxford	Practice interview technique, answering questions, presenting evidence and responding to feedback; understand technical/apprenticeship options. Employer feedback; pupil reflection identifying strengths and a development target. Understand Oxbridge, applying to competitive universities and widening access.	GB 3, 5, 7, 8
Summer 1	Preparing for a work placement Year 10 Aspirations Day	Assembly: How to get the most out of work experience week Trip: Leeds Beckett and Leeds Rhinos rugby club for target group.	Understand best practice in the workplace, health and safety procedures in the workplace, and how to make the most of your work placement. Understand careers in Sport, including management, exercise and marketing, including post-16 pathways.	GB 1, 2, 3, 5, 7
Summer 2	Experiencing the Workplace	Work Experience Week (in-person)	Gain meaningful experience of a workplace; interact with employees; complete a meaningful task; receive feedback and reflect. Employer feedback + pupil reflection + Unifrog skills update.	GB 6
Modern Work Experience: In-person work experience placement(s) (outside of Enrichment Week for those on German exchange); Thackray Medical Museum.				GB 6
Parent Engagement: Year 10 Parents' Evening; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4
Personal Careers Guidance: At least one personal careers guidance meeting organised for every pupil (either in Year 10 or 11) with the Independent Careers Advisor.				GB 3, 8

Year 11: Decide

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	What happens after Year 11?	Assembly: Introduction to the Post-16 Options process for Year 11 Assembly: Craven College	Understand the full range of post-16 routes: sixth form, FE, apprenticeships, technical/vocational routes, employment/training and alternative pathways. Understand apprenticeship levels, technical qualifications, degree apprenticeships, recruitment and application processes at a local provider.	GB 1, 3 Phase 2 PAL 4
Autumn 2	Choosing post-16 pathways A-level choices	Sixth Form Open Evening Year 11 Careers Guidance Interviews A-Level and Post-16 Options Choices Ermysted's Careers Fair National Apprenticeships Fair for target group of students	Understand full range of post-16 pathways at Ermysted's. Careers Guidance Interview to aid decision making. Choose A-Level Options, including those applying to other post-16 providers. Prepare questions for employer/provider encounters at Careers Fair. Attend North-East National Apprenticeships Fair with target group of students to explore pathways in college, university, apprenticeships and other training programmes.	GB 1, 3, 4, 5, 7, 8
Spring 1	Apprenticeships and technical education	Building a stronger understanding of apprenticeships and technical education	Understand apprenticeship levels, technical qualifications, degree apprenticeships, recruitment and application processes.	GB 1, 3
Spring 2	Reflecting on Personal Careers Guidance	Reflect on independent KS4 careers and post-16 options interview and agreed actions from interview.	Use independent guidance to review strengths, interests, options and next steps; make informed decisions.	GB 1, 3, 8
Summer 1	Labour Market Information and future opportunities	Explain how the Labour Market affects pathways	Use LMI to support post-16 choices (making any late adjustments to choices where necessary); understand skills demand, employment trends and local opportunities.	GB 2
Summer 2	Preparing for Next Steps	Transition to Post-16: Ermysted's Sixth Form Induction Day	Develop self-management, research and decision-making skills; prepare for transition and results day; understand how to access further advice. Transition plan; post-16 destination recorded; targeted follow-up where required.	GB 1, 3, 8
Modern Work Experience: In-person work experience placement(s) if not completed in Year 10.				GB 6
Parent Engagement: Sixth Form Open Evening; Year 11 Parents' Evening; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4
Personal Careers Guidance: At least one personal careers guidance meeting organised for every pupil (either in Year 10 or 11) with the Independent Careers Advisor.				GB 3, 8

Year 12: Develop

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	Post-18 Choices – making the most of Sixth Form	Sixth Form Induction and Lectures: Getting the most out of Sixth Form; Learning to Succeed (Northumbria University). Form: Unifrog – Setting Career Goals, Personality Profile; VESPA – Vision, Systems, Effort Biennual Humanities and Ethics Day: Legal ethics in the workplace (AWB Charlesworth Solicitors); Green Careers (Yorkshire Dales National Parks); Impact of Volunteering and Charity (British Red Cross); Careers in the Services (RAF). Trip: Cushman and Wakefield, Leeds, for target group of Year 12/13 students.	Understand the full range of post-18 options: HE, higher/degree apprenticeships, employment, professional/technical routes, gap years and other progression routes. Understand the role of the arts and humanities in the workplace, including tackling ethical workplace dilemmas and developing stronger awareness of Green Careers through day of workshops. Gain in-person experience at a leading global real estate firm.	GB 1, 3, 6, 7, 8
Autumn 2	Post-18 planning and career research	Lectures: Enhancing Employability; Applying to Competitive Universities (both Lancaster University); Research Methods and the EPQ (Northumbria University) Assembly: Work Experience Launch Form: Unifrog – Post-18 Choices; VESPA – Attitude, Vision, Practice Trip: Bar Mock Trial, Leeds, for target group of Year 12/13 students. Ermysted's Careers Fair (Through the year until Oct of Y13) Dentistry, Vet Sciences and Medics (DVM) Group	Research careers, qualifications and pathways; use LMI and entry requirements to test plans; develop super-curricular interests. Understand planning for and securing appropriate post-16 work experience. Understand the legal sector and gain experience playing the role of a barrister in criminal legal cases; network with judges and barristers. Prepare questions for employer/provider encounters at Careers Fair. Students considering applying for Dentsiry, Vet Sciences or Medicine attend their own specific year-long in-school course for understanding and applying to these courses.	GB 1, 2, 3, 7, 8
Spring 1	Higher education, apprenticeships and employment pathways	Lectures: Various employers and apprenticeship providers. For specific students: Oxford University application process (Brasenose College). Form: Supporting Work Experience Applications; VESPA – Attitude, Practice	Compare university, apprenticeship and employment routes; understand applications, recruitment and selection processes.	GB 1, 3, 5, 7, 8 Phase 3 PAL 5
Spring 2	Geeking Out and MOOCs	Lectures: Various employers and apprenticeship providers (eg. 2025: Rolls Royce Apprenticeships; Tax Assists; Hodgson & Meakin Ltd); Subject Specific 'Faculty Champions' from a wide range of Faculties at Lancaster University. Form: Unifrog – what is a MOOC?; Startling Salaries and Deductions; University Finance; VESPA – Practice.	Understand the benefit of MOOCs; develop skills for supra-curricular research; link supra-curricular research to post-18 pathways and applications.	GB 1, 3, 5, 7, 8 Phase 3 PAL 6
Summer 1	UCAS and apprenticeship applications	Lectures: UCAS Launch; Personal Statement Writing (Leeds Beckett) Form: Unifrog – Preparing for Subject References; Trip: UCAS Discovery Day (ft universities and apprenticeship providers) Trip: Leeds Beckett and Leeds Rhinos rugby club for target group.	Understand UCAS process, course research, personal statements, admissions requirements and apprenticeship applications. Attend one of the largest national universities and apprenticeships fair in the UK to network with post-18 providers. Understand post-18 pathways into Sport, including management, exercise and marketing.	GB 1, 3, 6, 7, 8
Summer 2	One-week work experience Personal statement and transition planning	Lectures: Personal Statement Writing Workshops; Apprenticeship Application Workshops Assembly: How to get the most out of Work Experience Week Form: Personal Statements and UCAS Applications; Skills for the Workplace; Workplace Law; VESPA – Vision, Systems.	Gain meaningful workplace experience; connect experience to career plans; develop professional behaviours and reflect on feedback.	GB 6
Modern Work Experience: In-person work experience placement; students have the opportunity to complete volunteering in local care homes, primary schools, charity shops etc throughout the year; target group experience a day at Cushman and Wakefield in Leeds.				GB 6
Parent Engagement: Post-18 Destinations Evening for Parents (covering post-18 pathways including university and apprenticeships, student finance, applications for medicine/vet science/dentistry, and applications for Oxbridge) in January; Year 12 Parents' Evening; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4

Year 13: Transition

Term	Aim	Activity	Learning Objectives and Impact	Gatsby & PAL
Autumn 1	Applications for post-18 routes	Lectures: Personal Statement Writing (Lancaster University); Graduate careers and degree apprenticeships at IBM. Form: Personal Statement Support; Apprenticeship Application Support; VESPA – Vision. Biennual Humanities and Ethics Day: Legal ethics in the workplace (AWB Charlesworth Solicitors); Green Careers (Yorkshire Dales National Parks); Impact of Volunteering and Charity (British Red Cross); Careers in the Services (RAF). Trip: Cushman and Wakefield, Leeds, for target group of Year 12/13 students	Complete applications for HE, apprenticeships and employment; understand deadlines and recruitment processes. Receive bespoke support with UCAS and Apprenticeship applications. Understand the role of the arts and humanities in the workplace, including tackling ethical workplace dilemmas and developing stronger awareness of Green Careers through day of workshops. Gain in-person experience at a leading global real estate firm.	GB 1, 3, 5, 6, 7, 8
Autumn 2	Higher Education, Employment and Apprenticeship Skills	Lectures: Gap Years with Project Trust; Careers in the Police. Form: Personal Statement Support; Apprenticeships Application Support; Interview Prep; VESPA – Practice, Attitude Interview Prep: Mock Oxbridge (including through Northern Grammar Schools' Alliance network); Mock MMI's organised through DVM Coordinator; Apprenticeships (case-by-case basis). Ermysted's Careers Fair	Develop professional communication, CV/application, interview and assessment-centre skills; understand technical/apprenticeship opportunities. Receive full preparation support for Oxbridge, DVM and Apprenticeship interviews. Prepare questions for employer/provider encounters at Careers Fair.	GB 1, 2, 3, 5, 7, 8
Spring 1	Interviews, offers and decision making	Lectures: Student Finance (Lancaster University); University/Apprenticeship Decision making – how it works Form: Finish UCAS Applications; Apprenticeship Application Support; VESPA – Attitude, Practice, Effort	Prepare for interviews; compare offers and progression routes; understand firm/insurance decisions and apprenticeship/employment alternatives.	GB 1, 3, 7, 8
Spring 2	Finance and independent living	Lectures: Personal Finance Form: VESPA – Systems, Effort, Practice, Attitude.	Understand student finance, budgeting, employment income/tax, accommodation and other practical considerations after Year 13.	GB 1, 3, 8
Summer 1	Making choices	Lectures: Post-18 Support and Results Day Form: Post-18 Support and next steps	Final destination confirmation; transition checklist; targeted support where needed.	GB 1, 3, 8
Summer 2	Preparation for transition	Lectures: Preparing for the next steps Form: Bespoke support	Prepare for university, employment, apprenticeship or other destination; manage change and identify sources of continuing careers support. Destination confirmed; follow-up action recorded for any pupil without a sustained destination	GB 1, 3, 8
Modern Work Experience: In-person work experience placement for those who did not complete in Year 12; students have the opportunity to complete volunteering in local care homes, primary schools, charity shops etc throughout the year.				GB 6
Parent Engagement: Year 13 Parents' Evening; Weekly School Parent Bulletin (Careers Feature).				GB 1, 3
Careers in the curriculum: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers and future pathways, as evidenced in subjects schemes of learning and/or curriculum maps.				GB 4

Whole-school strands: Years 7–13

Careers in the Curriculum – Gatsby 4: Every subject makes at least one explicit connection each year between curriculum knowledge/skills and careers or future pathways. Subject teachers identify and delivering these links, in conjunction with subject Schemes of Work. Careers forms an important of Faculty/Subject CPD.

Labour Market Information – Gatsby 2: LMI is sequenced from broad awareness in KS3 to decision-relevant LMI in KS4 and sector-specific/transition LMI in KS5. Unifrog and other appropriate sources are used, with local and national information.

Employer and employee encounters – Gatsby 5: Every pupil has meaningful employer/employee encounters each year. The Careers Fair, employer/alumni assemblies, mock interviews, lectures, workplace activities and enrichment events all contribute. Employer encounters are designed around a clear purpose and learning outcome, with preparation, two-way interaction and reflection built in wherever appropriate.

Technical education and apprenticeship provider access – PAL Encounters: The curriculum map identifies six all-pupil provider opportunities across Years 8–13. The exact providers are recorded annually by the Careers Team. Encounters provide meaningful information about technical/apprenticeship routes, qualifications, progression and application processes, with preparation and reflection. **A summary of PAL Encounters is kept on the school Provider Access Legislation Policy.**

Modern Work Experience – Gatsby 6: The approach to Modern Work Experience is deliberately progressive. Years 7–9 collectively complete one week's worth of multiple, varied and meaningful employer-led workplace activities. Year 10-11 completes a one-week placement (normally this is as a one-way block placement in Year 10 but in cases where this is not possible the school supports with other in-person work placement options across Year 10 and 11). Year 12 complete a further one-week placement (again this usually is in a one-week block but in cases where this is not possible the school supports with other in-person work placement options across Year 12 and 13). Activities include preparation, meaningful two-way interaction, an employer-set task or activity, employer feedback and pupil reflection.

Personal guidance – Gatsby 8: Independent careers guidance is available throughout the programme from Form Tutors, teachers, the Independent Careers Advisor, the Careers Lead and the Careers Coordinator. All pupils receive at least one personal guidance opportunity by age 16 and a further opportunity by age 18, with additional targeted support for pupils whose circumstances, SEND, disadvantage or changing plans create additional need.

Parents and carers: Parent/carer engagement is embedded throughout and particularl at key decision points, such as GCSE options and post-18 planning.

Evaluation and evidence: Activities are recorded Unifrog. Careers activity, aspirations and intended destinations are reviewed and used to target support and evaluate impact. Compass+ Evaluations, the Compass Internal Leadership Review, Student Voice and other appropriate school systems are used for programme evaluation.

Equity: The programme places equity and widening aspirations and opportunities at the heart of Careers education. Careers provision is adapted to meet individual needs, with particular attention to pupils with SEND, disadvantaged and vulnerable pupils, and those whose circumstances may create additional barriers to progression. Additional guidance, workplace support, employer encounters and pathway information are provided where required. For instance, pupils with SEND have a careers section on the Learning Plan and/or their Pupil Development Passport and this is regularly reviewed with the SEND team and/or the appropriate Pastoral Team.