

Subject Overview and LTP: Careers

Subject: Careers	Subject Lead teacher:	Class and Year group(s):	Teacher:	Year of curriculum cycle: 2026		
Whole school theme:	Knowing Myself & My World		Skills for Working & Doing		My Future, My Path	
Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class theme:	Who Am I?	Jobs & Workplaces	Skills for Work & Enterprise	Experiencing Work	Preparing for My Future	My Career Journey
Outcomes drawn from: [EQUALS units, National Curriculum PoS English KS1-2, EYFS Learning goals (2025), Developing Matters]	CDI Gatsby Benchmarks	CDI Gatsby Benchmarks	CDI Gatsby Benchmarks	CDI Gatsby Benchmarks	CDI Gatsby Benchmarks	CDI Gatsby Benchmarks
Objectives of unit: [Knowledge/Coverage]	GB 1,3	GB 2,4,5	GB 4,5,6	GB 5,6	GB 3,7,8	GB 1,3
	The pupils will learn about and experience: 1. Identify strengths, interests and preferences; talk about what I like (CDI). 2. Explore job roles found in school (office, kitchen, grounds). 3. Use preferred communication to express choices (objects, visuals, AAC). 4. Reflect on personal growth since last year.	The pupils will learn about and experience: 1. Recognise different kinds of work and workplaces; why people work. 2. Employer encounter (visitor or virtual Q&A). 3. Begin to use simple LMI with visuals (Formal pathway). 4. Develop basic employability skills: teamwork, following instructions.	The pupils will learn about and experience: 1. Practice workplace behaviours (punctuality, dress, hygiene). 2. Take part in an enterprise challenge (planning, making, selling). 3. Apply simple marketing techniques (posters, logos, social media mock-ups). 4. Strengthen communication and teamwork	The pupils will learn about and experience: 1. Undertake internal work roles (office, café, grounds, library). 2. Understand workplace expectations (start/finish, rules, professionalism). 3. Identify health & safety risks and safe behaviours.	The pupils will learn about and experience: 1. Explore post-16 options (college, supported internships, vocational routes). 2. Prepare questions for careers/skills fairs; meet providers. 3. Receive personal guidance (KS4) and create/update a Vocational Profile.	The pupils will learn about and experience: 1. Understand how jobs connect to our community; how careers change. 2. Review work experience; share achievements. 3. Lead parts of PfA review (KS4); update Vocational Profile/portfolio and next-step plan.
Skills builder skills: [Highlight skills focused on – Min 2/ Max. 4]	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership	Listening Speaking Creativity Aiming High	Teamwork Problem Solving Staying Positive Leadership
Pathway differentiation (applies across all terms)						
Pre-Formal	Sensory engagement with job items; simple work-like routines (tidying, carrying, delivering). Use objects of reference/visuals to make choices; tolerate new spaces and people.					
Pre-Formal Complex ASD	Highly structured, predictable tasks with visual schedules (TEACCH style). Low-demand job role exposure; clear start/finish; reduce anxiety through consistency.					
Semi-Formal	Functional skills in context; vocational tasters; internal work routines with fading prompts. Preparation for supported routes (foundation learning/supported internships).					
Formal	Career planning, LMI research, employer Q&A, applications/interviews; external work experience and post-16 transition readiness.					

➤ **Skills progression/ outcomes sought:** CDI, BSquared, , Engagement and Progression steps
Students will be able to...

Engagement Steps	ES 1	Explore: Shows awareness of new vocational objects, sounds, smells or people. Responds to sensory elements linked to job roles (textures, sounds, tools). Shows curiosity when introduced to unfamiliar work-like resources. Notices changes in routine when presented with job-related activities.		
	ES 2	Realisation: Begins to respond consistently to familiar work routines. Recognises when a job-related task is about to begin (e.g., delivery round). Shows anticipation of preferred or familiar vocational tasks. Responds to verbal/visual cues linked to workplace routines.		
	ES 3	Anticipation: Predicts next steps in simple work tasks (e.g., hand item → place item). Accepts help from adults to complete short routines. Follows a simple symbol or gesture cue to begin a task. Demonstrates readiness by moving towards work materials spontaneously.		
	ES 4	Persistence: Maintains attention on a structured task for increasing periods. Attempts to complete a job task despite distraction or challenge. Shows determination when practising repetitive work routines. Returns to a vocational task after short breaks with minimal support.		
	ES 5	Initiation: Initiates a job task using preferred communication (gesture, symbol, AAC, verbal). Selects correct object or tool for a routine (e.g., choosing cloth for cleaning). Independently begins a familiar work role (e.g., tidying, sorting). Requests help or resources to complete a task when needed.		
	ES 6	Early Generalisation: Initiates a job task using preferred communication (gesture, symbol, AAC, verbal). Selects correct object or tool for a routine (e.g., choosing cloth for cleaning). Independently begins a familiar work role (e.g., tidying, sorting). Requests help or resources to complete a task when needed.	Developing Generalisation: Apply familiar routines in new rooms (office, hall, library). Complete routines with 2 changes (new staff + new environment). Recognise work expectations across indoor/outdoor settings. Adapt behaviour when completing tasks with new peers or adults.	Secure/Advanced Generalisation: Transfer school-based work routines to community settings. Show understanding of routines in multiple environments independently. Apply familiar skills to moderately changed routines without prompts. Sustain generalised work behaviours preparing for KS4/post-16 transitions.
Progression Steps	PS 1	Recognise simple preferences using visuals or communication aids Recognise different places in school as work areas.	Participate in shared tasks. Participate in familiar work routines.	Recognise new places from images or visits. Recognise photos of work done.
	PS 2	Match likes/dislikes to simple activities. Match job symbols to workplaces	Follow 1–2 step instructions Follow a simple schedule	Participate in supported transitions. Choose favourite work activity.
	PS 3	Describe strengths with prompts Identify two job roles.	Identify employability behaviours. State a rule about work	State something liked during a visit. Describe what was learned

PS 4- 8	<p>PS4: Link strengths to simple job roles. PS4: Notice differences between work environments. PS5: Complete a simple self-assessment. PS5: Compare two jobs and express a preference. PS6: Reflect on progress since previous year. PS6: Use simple LMI visuals. PS7: Compare strengths with peers. PS7: Analyse job requirements using simplified adverts. PS8: Create a personal development profile PS8: Link job needs to personal qualities.</p>	<p>PS4: Demonstrate teamwork. PS4: Recognise basic H&S symbols. PS5: Suggest ideas for enterprise. PS5: Complete a short work task. PS6: Join in pricing or selling. PS6: Identify risks and staying safe. PS7: Describe steps in a project. PS8: Evaluate their role in enterprise. PS7: Complete a job independently for 5–10 minutes. PS8: Evaluate their role in enterprise. PS8: Evaluate performance in work tasks.</p>	<p>PS4: Identify different post-16 providers. PS4: Identify how jobs support the community PS5: Ask a simple question at a careers event. PS5: Recognise jobs change over time. PS6: Update a personal profile. PS6: Describe personal growth. PS7: Compare two post-16 options. PS7: Lead part of their review PS8: Begin simple application tasks. PS8: Set next-step goals and update Vocational Profile.</p>
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*** Please be mindful that you do NOT have to cover every objective included in the level your students are working within. Highlight the objectives relevant to the learning and progression of your students, within the topic and your planned teaching ***

Useful websites to support planning, teaching and learning:

- <https://www.thecdi.net/resources/cdi-framework>
- <https://etfoundation.co.uk/media/igvnpfhm/working-with-pmld-in-the-fe-sector-3-march-2020.pdf>
- <https://www.gatsby.org.uk/education/careers-guidance/>
- <https://www.worcestershire.gov.uk/skills-4-worcestershire/support-education-meet-gatsby-benchmarks/gatsby-benchmark-resources-schools/school-careers-resources-gatsby-benchmark-4>

Key stage/ Pathway expectations at Fox Wood School: DRAFT

Fox Wood School learners are placed on bespoke pathways to ensure an appropriately challenging and achievable curriculum, focused on National Curriculum (NC) breadth of study, taught at levels accessible to our learners. The table below shows the expected levels of learners in each pathway in relation to age-related standards and expectations utilising the B- Squared Frameworks to formally assess progression.

National Curriculum/ age related Programme of Study (PoS) coverage.	B- Squared frameworks. [Formal assessment]			Fox Wood Pathways.				Woolston 6 th Form College pathways. [Mixed age groups set by ability]		
				Pre- formal complex/ PMLD	Pre- formal Complex/ ASD	Semi- Formal	Formal			
Early years goals:	Early steps	Engagement steps/ Pre- key stage standards	Progression steps	EYFS Lion cubs	EYFS Tiger cubs			<p>[Personalised, bespoke SEND offer. Non- statutory NC links, based on EQUALs, Adult Curriculum and Open Awards Functional skills]</p> <p>Steps for Life framework S1- E3</p> <p>Communication and choice</p> <p>Skills for supported living</p> <p>Learning for life</p> <p>Skills for employability</p>		
Reception										
KS1 curriculum:	Year 1 Year 2			KS2/3 White	KS1 Bear cubs	KS2 Blue				
KS2 curriculum:										
Year 3 Year 4 Year 5 Year 6	Year 7 Year 8 Year 9			KS2/3 Indigo Purple Pink	KS2 Yellow Orange Red	KS2/3 Green	KS3 Brown		KS3/4 Grey	KS3/ 4 Black
KS3 curriculum:										
Year 7 Year 8 Year 9	Year 10 Year 11	KS4/5 FW Explorers	KS3 Brown	KS3/4 Grey	KS4 Gold	KS3/4 Silver				
KS4 curriculum:										
Year 10 Year 11	Year 12 Year 13 Year 14	Steps4Life								
KS5 offer:										

