

Curriculum Map

Subject	Careers	Site	Stafford Hall
Curriculum Map Designer	Annmarie	Date designed	04/05/2026

Intent: The careers curriculum at Stafford Hall supports students to understand themselves, explore future pathways and develop the confidence, skills and knowledge needed to make informed choices about education, employment and independent adulthood. Learning is structured in progressive stages, with appropriate support, reflection and real-world encounters built in throughout.

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Autumn 1 Growth throughout life GB: 2, 3, 8	Who am I? Understanding who I am, including my strengths, interests, values, and experiences (1A1)	My interests and motivation: what I enjoy, what I avoid, and what helps me stay engaged (1A2)	My skills and strengths: what I'm good at and how I show it (even on hard days) (1A5)	My careers journey: what has shaped me, where I am now, and my next steps (strengths-based reflection)	My employability strengths: teamwork, communication, timekeeping and resilience (with support strategies)	Supported personal statement + strengths-based skills audit (small steps, sentence starters)
Autumn 2 Explore possibilities GB: 2, 7	Exploring possibilities: dream jobs Exploring different job ideas and imagining possible futures without pressure to decide.	CVs and applications step-by-step: presenting myself positively and managing setbacks (e.g., rejections) (1A10) (3A1)	Learning pathways after school: what to expect, what support is available, and how to prepare for change	Employer profiles made simple: what the job involves, expectations, and what support I might need	My post-16 choices: what works best for me and how I can manage change and routines	Supported employer spotlight + LMI (pre-teach expectations, reduce anxiety around workplaces)
Spring 1 Manage careers GB: 2, 7, 8	What is a career? Understanding what a career is and how it can develop and change over time. (2A7)	Workplace challenges and rewards: how to cope with pressure, feedback and conflict, and keep going	Choosing a course: how to research options step-by-step and make a calm, informed decision (2A4)	What career suits me best? Matching my strengths, needs, and stress triggers to job environments	Supported decision-making: comparing pathways using a simple pros/cons grid and a trusted check-in	Supported pathway choices: university, apprenticeship or employment (decision grid and 1:1 check-in)
Spring 2	What is an entrepreneur?	Creating the life you want: vision	Taking control of my careers	Work experience success: what it is,	Volunteering/work experience	Employment and self-employment:

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Create opportunities GB: 2, 6, 7	Learning what an entrepreneur is and how people can create their own work or businesses.	board my goals and future plan, breaking big goals into small steps and building helpful routines	journey: who can help, what I can do this week, and how to stay on track (2B1)	what to expect, and how I'll manage nerves and challenges	planning: roles that build confidence, with clear expectations and coping plans. Simulated work experience.	confidence, communication, and handling feedback or conflict
Summer 1 Balance life and work GB: 2, 3, 6, 7	What is work-life balance? Understanding how work, wellbeing, rest, and relationships can be balanced.	What success means to me: progress, wellbeing, relationships and money (balanced view)	Working and earning: pay, budgeting basics, and managing workplace expectations (3A7 and 3A9)	Wellbeing at work: managing pressure, routines, feedback, and where to get support	Next steps after 16 and 18: apprenticeships, higher education and training—what support is available and how to ask for it	Supported post-18 routes: T Levels, apprenticeships and higher education (meet a provider and create a “what support will I get?” plan)
Summer 2 See the big picture GB: 2, 3, 6	Careers and the future Exploring how careers may change in the future and what this could mean for me. (3A2)	Careers and the climate: values-led choices and managing worry about the future (eco-anxiety aware)	Labour market made simple: what it is, why it matters, and how it affects my choices	Ways of working (in-person/hybrid/remote): which fits me and how to stay organised and connected	Future jobs and AI: what is changing, what stays human, and how to cope with uncertainty.	Supported future of work: AI, green careers and LMI (coping with change and my next-steps plan)

Additional Careers Guidance and Encounters

Personal guidance: Students in KS4 and KS5 receive one-to-one careers guidance meetings to support informed decision-making and progression planning. Gatsby Benchmark: 8 (2A6).

- **Post-16 and post-18 visits:** Students explore progression routes through visits and encounters with Calderdale College, Waves, Camp Hill College and Huddersfield University. Gatsby Benchmark: 7.
- **Employer encounters:** Students develop their understanding of the world of work through employer visits from Walker Brothers and Huddersfield University. Gatsby Benchmarks: 5, 6.