

CEIAG Overview at MMS – working document, correct at January 2020

Updated document is located on One Drive

Key to Gatsby Benchmark (GB)

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| 1. A stable career programme | 5. Encounters with employers and employees |
| 2. Learning from career and labour market information | 6. Experiencing workplaces |
| 3. Addressing the needs of each pupil | 7. Encounters with further and higher education |
| 4. Linking curriculum to career | 8. Personal guidance |

| Curriculum area | GB | Year 5 | GB | Year 6 | GB | Year 7 | GB | Year 8 | GB |
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| English | 1 | Use scenarios where students need to practise skills required for appointment including exploration of the recruitment process. | • | Use scenarios where students need to practise skills required for appointment including exploration of the recruitment process. | • | Recruitment posters used in WW1 and discussion of ideal applicants. | • | Increased opportunities to justify conclusions and consider alternative perspectives. | • |
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| | 4 | | • | | • | Develop self- confidence through Speaking and Listening opportunities. | • | | |
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| | 6 | Develop self- confidence through Speaking and Listening opportunities. | | Develop self- confidence through Speaking and Listening opportunities. | | Strengthen competencies in reading in terms of decision-making and analysis. In writing, develop presentation and planning. | | Language and communication examples from a range of cultures and mediums. | |
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| | 8 | Strengthen competencies in reading in terms of decision-making and analysis. In writing, develop presentation and planning. | | Strengthen competencies in reading in terms of decision-making and analysis. In writing, develop presentation and planning. | | Develop collaborative skills, including teamwork and independence. | | Develop self- confidence through Speaking and Listening opportunities. Strengthen competencies in reading in terms of decision-making and analysis. In writing, develop presentation and planning. | |
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| | | Develop collaborative skills, including teamwork and independence. | | Develop collaborative skills, including teamwork and independence. | | Transferable reading, writing, communication and organisational skills. | | Develop collaborative skills, including teamwork and independence. | |

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| | | | | | | | | Transferable reading, writing, communication and organisational skills. | | |
| Maths | 1 | Discussions around why maths is important in life. Reading and presenting data using example of sales and marketing. How graphs can inform trends in sales/ shopping habits. | • | 4 Rules and fractions. General standard of numeracy expected for all jobs and entry into university. Employers need people who are creative, and can problem solve. Major focus on reasoning and problem solving. | • | Geometry – Angles and triangles. Use of angles in all sorts of career from hair dressers to architecture. | • | Geometry - drawing and constructing angles and triangles. Use of precision and skills in engineering, technical drawing and architecture. | • | |
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| | 5 | Develop collaborative skills, including teamwork and independence. When introducing topics, students are shown how the skills can be transferred across the curriculum and in their future careers. | | Develop collaborative skills, including teamwork and independence. When introducing topics, students are shown how the skills can be transferred across the curriculum and in their future careers. | | Develop collaborative skills, including teamwork and independence. When introducing topics, students are shown how the skills can be transferred across the curriculum and in their future careers. | | Develop collaborative skills, including teamwork and independence. When introducing topics, students are shown how the skills can be transferred across the curriculum and in their future careers. | | |
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| Science | 1 | Learning about how famous people are linked to the subject. Homework – to find out about a job linked to the topic. | • | Learning about how famous people are linked to the subject. Homework – to find out about a job linked to the topic. Visit the university as part of a project about cholera – careers mentioned then. | • | Learning about how famous people are linked to the subject. Crest award with STEM Ambassadors from Industry visiting when available. Careers links made in every topic e.g. cells with a microbiologist & forces with an engineer | • | Learning about how famous people are linked to the subject. STEM Leaders award where the children interview an engineer Careers links made in every topic e.g. structure of the eye link with an optician & nutrition with a dietician | • | |
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| | 5 | STEM Crest Award – career links made. | | STEM Crest Award – career links made. | | STEM Crest Award – career links made. | | STEM Crest Award – career links made. | | |
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| Art | 1 | <p>Artist and Designer Jon Burgerman, Matrisse, Van gogh, Morandi, Rauschenberg, Hundertwasser and Calder.</p> <p>Core artistic principles of design – the formal elements and their applications</p> <p>Different uses and applications of ceramics</p> <p>Y5 trip to Baltic – range of artistic practices</p> | • | <p>Artists Eric Joyner, Rousseu, O'Keeffe, Bob and Roberta Smith, Cymone Wilder</p> <p>Ceramics work</p> <p>Aardman Animation Studio</p> <p>Character design</p> <p>Discussion of creative industries within the UK</p> <p>Fashion/interior design</p> <p>William Morris and textile design</p> <p>'The Bearhug' and contemporary self-employed illustrators</p> <p>Embroidery skills</p> | • | <p>Artists Jane Strawbridge, Framkenthaller, Stella, Kandinsky, Maurizio Anseri</p> <p>MC Escher</p> <p>Isometric drawing and its application</p> <p>Sculpture and contemporary Gallery practise,</p> <p>Range of contemporary illustrators</p> <p>Poster/graphic design</p> <p>Ceramics and methods of making</p> | • | <p>Artists Mark Powell, ROA, Pablo Picasso, Derrain, Smithson, Dali, Magritte, De Chirico, Edward hopper</p> <p>Ceramics</p> <p>African style art</p> <p>Architecture through perspective</p> <p>Point perspective and it's applications</p> <p>Textiles and applications</p> | • | |
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| MFL | 1 | <p>European Day of Languages discussions around benefits of L2 acquisition & enhancing career prospects (not just for jobs such as translator/interpreter). Homework question 'why should we learn languages?'; careers ideas part of subsequent sharing of this.</p> <p>Frequent mention made of friends and acquaintances who have acquired languages to enhance their careers, despite not thinking they were interested in languages at school (e.g. interpreter for the UN; computer games artist).</p> <p>Jobs with MFL as an advantage mentioned e.g. footballers; games industry; fashion; music; arts.</p> | • | <p>As for Y5 +</p> <p>Frequent mention made of friends and acquaintances who have acquired languages to enhance their careers, despite not thinking they were interested in languages at school (e.g. interpreter for the UN; computer games artist).</p> <p>Jobs with MFL as an advantage mentioned e.g. footballers; games industry; fashion; music; arts.</p> <p>Role plays as doctors.</p> | • | <p>As for Y5 +.</p> <p>Skills & strategies used in MFL emphasised as transferable to other subjects and multiple job roles.</p> <p>Potential KS3 visit to university's linguacuisine lab next year – exposure to future study and potential careers.</p> <p>Frequent mention made of friends and acquaintances who have acquired languages to enhance their careers, despite not thinking they were interested in languages at</p> | • | <p>Asd for Y5 +</p> <p>Visit to university's linguacuisine lab next year – exposure to future study and potential careers.</p> <p>Frequent mention made of friends and acquaintances who have acquired languages to enhance their careers, despite not thinking they were interested in languages at school (e.g. interpreter for the UN; computer games artist).</p> <p>Jobs with MFL as an advantage mentioned e.g. footballers; games</p> | • | |
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| | | | | | | school (eg interpreter for the UN; computer games artist). Jobs with MFL as an advantage mentioned e.g. footballers; games industry; fashion; music; arts. | | industry; fashion; music; arts' army. Contacts made at Language Show 2019 with armed forces who may be able to visit to talk about languages careers | | |
| Music | 1 | Careers through Music in all year groups: | | | | | | | • | |
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| PE | 1 | Link sport to jobs, what do they want to do when they are older. | • | Continue links to jobs in sport through discussions in topics which lend themselves to PE and Sport. | • | How does Science and Maths play a big part in being involved in Sporting Jobs, e.g. Physio's, Coaches, strength and conditioning, accountants of football clubs etc. | • | What are pupils thinking of doing for GCSE's what links do PE have to Jobs and what might they need to look at studying. | • | |
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| iLearning | 1 | WOW Days | • | Living in the wider world | • | WOW Days | • | WOW Days | • | |
| | 2 | Oct 2019 3D Model building – teamwork | | Seven Billion ideas | | Democracy Event | | Ethics activity | | |
| | 3 | | | Enterprise activity | | Careers Speed Dating Event | | Transferable skills activity delivered by North Tyneside World of Work team | | |
| | 4 | Feb 2020 Global Goals and Transferable Skills Workshop | • | What is a career? | • | Jan 2020 | • | Your choice Your Future | • | |
| | 5 | May 2020 Visit to an Art Gallery – Careers through Art | | What makes us enterprising? | | What is a career? | | Careers event link to North Tyneside Council | | |
| | 6 | | • | Different ways of achieving and celebrating personal goals; | | Industry Spark – Project designed to provide the opportunity for pupils to | • | | • | |
| | 7 | July 2020 Northumbria Water Innovation Festival | • | high aspirations; growth mindset; setting up an | | | | | • | |
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| | | | | <p>enterprise; what enterprise means for work and society</p> <p>WOW Days</p> <p>Oct 2019 3D Model Building Waterfalls – Teamwork and presentation skills</p> <p>Jan 2020: Maths problem solving activity</p> | | <p>experience and develop enterprise and entrepreneurship skills - progression from Year 6</p> <p>BIM Day – Feb 2020</p> | | <p>Aspire and Achieve Activity</p> <p>SEND Careers Event</p> <p>Visit to a university</p> <p>One to one career interview</p> <p>“Who Cares” NHS Theatre Activity</p> | | |
| History | 1 | Investigative skills in looking at sources and what they tell us, and linked to careers such as detectives, comprehension, and empathy skills and understanding people. | • | Discussion of Skills and Links to careers | • | Discussion of Skills and Links to careers | • | Discussion of Skills and Links to careers | • | |
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| | 5 | The use of PEE aphs for essays used widely in further education. The ability to structure paragraphs successfully will help in job applications. | • | Investigative skills in looking at sources and what they tell us, and linked to careers such as detectives, comprehension, and empathy skills and understanding people. | • | Visit to France, gaining knowledge of WW1, and seeing how a history expert shares knowledge. Careers discussed alongside increasing their use of empathy. Students get to see how history works in real life. | • | Investigative skills discussed and linked to careers such as detectives, comprehension, and empathy skills and understanding people. | • | |
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| | | Writing to describe, explain, and to analyse, - telling a story, skills used in journalism and book writing. Use fiction and non-fiction. | | The use of PEE aphs for essays used widely in further education. The ability to structure paragraphs successfully will help in job applications. | | Investigative skills discussed and linked to careers such as detectives, comprehension, and empathy skills and understanding people. | | The use of PEEL paragraphs and structuring paragraphs for essays used widely in further education. The ability to structure paragraphs successfully will help in job applications. | | |
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| | | Discussing democracy, and significant, skills widely used within politics. Analysing successful and unsuccessful politics. | | Writing to describe, explain, and to analyse, - telling a story, skills used in journalism and book writing. Use fiction and non- | | The use of PEEL paragraphs | | Writing to describe, explain, and to analyse, - telling a | | |
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| | | | | Looking at poor countries and empathising with the difference between countries. Looking at the Olympics, money, rainforests. | | and primary, secondary and tertiary jobs. Looking at how different places can produce different things. Fairtrade, and why we should help with charities and poorer countries. Hazards and hazard prevention. What kind of jobs exist with volcanoes and earthquakes? | | extents of conflict. Empathising with different groups Rocks – quarrying and engineering – importance of these jobs and resources in our world. Coasts – coastal management and the importance of it – tourism at the coast and the advantages and economy of tourism. Field trip – interviewing and investigating as it would be done in any research capacity – further education or job skills. Interviewing people and using manners and professionalism. | |
| Technology | 1 | Product design CAD/CAM Technical skills Discussion and analysis of existing designs and roles that may be required to make them. Understanding target markets The role of health and safety | | Product design CAD/CAM Primary engineer activity Technical skills Discussion and analysis of existing designs and roles that may be required to make them. The role of health and safety | | Investigation careers within the subject area Joinery techniques Power tools Wood working research Independent development of product ideas Understanding designer and manufacturer roles The role of health and safety | | Investigation careers within the subject area Independent development of product ideas Investigating different methods of production CAD/CAM - Techsoft 2D Design Range of hand tooling techniques The role of health and safety Nutrition workshop | • |
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| | | | | | | | | provided by Newcastle University | | |
| ICT | 1 | | | | | Frequent questions as part of their Welcome Work including things like “What kind of jobs or careers might make use of....?” , applied to software such as spreadsheets, flow diagrams and the use of CAD/CAM drawing packages such as SketchUp | | Frequent questions as part of their Welcome Work including things like “What kind of jobs or careers might make use of....?” , applied to software such as spreadsheets, flow diagrams and the use of CAD/CAM drawing packages such as SketchUp | • | |
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| Whole school activities 7 | | Careers week 2020 National Apprenticeship Week The Big Engineering Digital Assembly Assembly programme – range of topics covered | | | | | | | | |
| Whole school Personal Development | 1 | <ul style="list-style-type: none"> Student Science Technicians Art Technicians School Council Rep Animal Care Technicians | | <ul style="list-style-type: none"> Student Science Technicians School Council Rep Sports Leaders Animal Care Technicians | | <ul style="list-style-type: none"> Student Science Technicians School Council Rep Sports Leaders Animal Care Technicians House point shop technicians | | <ul style="list-style-type: none"> Student Science Technicians Sports Leaders School Council Rep House Captains Animal Care Technicians | | |
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| Website information | 2 | Website Information about careers for parents, pupils and employers | • | Website Information about careers for parents, pupils and employers | • | Website Information about careers for parents, pupils and employers | • | Website Information about careers for parents, pupils and employers | • | |

