

Overview Careers Education, Information, Advice and Guidance (CEIAG) 2025/2026

Year 5		
5	<p>Careers Blockbusters - NTLT will deliver a lively quiz-style game that reinforces career knowledge and gets students thinking about skills development, while encouraging teamwork and quick thinking. (12th January)</p>	<p>Benchmark 2 – Learning from Career and Labour Market Information. The quiz reinforces students’ knowledge about careers, industries, and job roles, helping them understand different opportunities in the labour market.</p> <p>Benchmark 3 – Addressing the Needs of Each Pupil. Students reflect on their own skills and strengths during the activity, encouraging them to consider how these relate to different career pathways.</p> <p>Benchmark 4 – Linking Curriculum Learning to Careers. If the quiz includes questions connected to school subjects or skills used in different industries, it helps students understand how classroom learning links to future careers.</p>
Year 6		
6	<p>Careers Desert Island - Students work together to plan their ideal community, discovering how different jobs interconnect and how skills can be transferred between various roles.</p>	<p>Benchmark 4 – Linking Curriculum Learning to Careers. Students explore different jobs within a community and how they contribute to society. This helps them see how knowledge and skills learned in school relate to real careers. It also encourages discussion about the skills required for different roles.</p>
6	<p>STEAM Careers Fair - STEAM careers fair focuses specifically on Science, Technology, Engineering, Arts, and Maths. It provides a platform for students to discover and explore careers in these diverse fields, often through interactive demonstrations and direct conversations with professionals. The goal is to inspire interest in STEAM roles and educate attendees about the different career paths, required skills, and opportunities available. (3rd June)</p>	<p>Benchmark 5 – Encounters with Employers and Employees. Students speak directly with professionals working in STEAM industries. These conversations help them understand job roles, workplace expectations, and career journeys.</p> <p>Benchmark 4 – Linking Curriculum Learning to Careers. The event focuses on careers connected to school subjects such as science, maths, computing, and engineering, helping students see how what they learn in class applies to real jobs.</p> <p>Benchmark 2 – Learning from Career and Labour Market Information. Students gain information about different STEAM sectors, skills required, and opportunities available through employer discussions and demonstrations.</p> <p>Benchmark 3 – Addressing the Needs of Each Pupil. Students can explore a range of pathways across different STEAM fields, helping them consider options that match their interests and</p>

		strengths.
Year 7		
7	Careers Employer Workshops – Hour long practical sessions delivered to full classes in a carousel format. These focus on specific sectors of jobs.	<p>Benchmark 2 – Learning from Career and Labour Market Information Students learn about employment opportunities, skills shortages, and pathways in the digital sector from employers and apprenticeship providers.</p> <p>Benchmark 4 – Linking Curriculum Learning to Careers The practical activities connect classroom subjects (for example computing, business, or IT) to real careers within the digital and technology sector.</p> <p>Benchmark 5 – Encounters with Employers and Employees Students interact directly with employers and industry professionals delivering the sessions. This gives them insight into real workplaces, job roles, and skills required in sectors such as digital and technology.</p>
7	Apprenticeships week - Subject activities and registration activities	Benchmark 4 – Linking Curriculum Learning to Careers Teachers connect subject knowledge with real careers and apprenticeship opportunities.
7	Civil Service/DWP Transferable Skills including the Awareness - Roles in the Civil service. Discussion on transferable skills, what they are and why they are important in the workplace. Students will do an interactive activity in groups where the students within their groups will choose a random item. They will then design and deliver a sales pitch to the class “selling the item.” The group with the most sales will be the winning team. We will end the activity by discussing the transferable skills we have used and how they link to the world of work. Students will work to demonstrate leadership, communication, resilience, confidence, teamwork among many other transferable skills which we will link to the fact these are all skills we use in the civils service daily.	<p>Benchmark 1 - A Stable Careers Programme Structured lesson linking curriculum learning to careers (Civil Service roles + skills). Clear learning outcome: understanding transferable skills and workplace relevance.</p> <p>Benchmark 2 - Learning from Career and Labour Market Information (LMI) Students learn about roles in the Civil Service and required skills. Helps them understand what employers value (communication, teamwork, etc.).</p> <p>Benchmark 3 - Addressing the Needs of Each Pupil Group work allows different roles (speaker, designer, organiser). Encourages participation at different confidence levels.</p> <p>Benchmark 4 - Linking Curriculum Learning to Careers. Strong link between classroom activity (sales pitch) and real workplace skills. Explicit reflection ties skills to Civil Service careers.</p> <p>Benchmark 5 - Encounters with Employers and Employees <i>Partially met with discussion of Civil Service roles simulates employer expectations.</i></p>
AUTUMN TERM - Y8		

8	<p>Navy Workshop - Navy representatives give presentations about careers, including entry routes, required qualifications, and the wide range of roles available. The event will incorporate teamwork and leadership exercises that align with the skills students learn in subjects like public services courses. (10th December)</p>	<p>Benchmark 5 – Encounters with Employers and Employees - Students hear directly from Navy representatives about: Career pathways, entry routes, required qualifications and different roles within the organisation</p> <p>Benchmark 4 – Linking Curriculum Learning to Careers. The session includes teamwork and leadership exercises that connect to learning in subjects such as public services courses. This helps students see how skills developed in the curriculum apply to real careers, which is the focus of Benchmark 4.</p> <p>Benchmark 2 - Learning from Career and Labour Market Information This session contributes by providing students with accurate information about career opportunities, entry requirements, and progression routes within the Royal Navy.</p>
	<p>Connexions - Employability Skills /Self awareness Students will gain an understanding of what qualities may help them in the world of work. Students should begin to think about what skills they have and how this could be used in the world of work.</p>	<p>Benchmark 3 – Addressing the Needs of Each Pupil This session focuses on helping students understand their own strengths, interests, and development needs so they can make informed career decisions.</p>

SPRING TERM

8	<p>Connexions -Decision Making. This lesson introduces students to the concept of decision making and supports them in developing strategies to make informed choices about their future education. Students will explore different approaches to decision making and consider how these strategies can help them evaluate their GCSE option choices. Through discussion and reflection, they will begin to consider their interests, strengths and aspirations when making decisions about their subject selections.</p> <p>The lesson also encourages students to think about the long-term impact</p>	<p>Benchmark 3 - by supporting students to make decisions that reflect their individual interests and strengths</p> <p>Gatsby Benchmark 4 - by helping students understand the relationship between GCSE subjects and future career pathways.</p> <p>Gatsby Benchmark 7 – students learn about future pathways such as university and apprenticeships.</p>
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<p>of their choices by exploring how GCSE subjects can connect to potential future study pathways and career opportunities. By making these connections, students will begin to understand that subject choices can influence future options and progression routes.</p>	
<p>Glow Newcastle Creative Careers assembly - This session includes 'Myth-busting' around work in the Creative Sector. Possibilities and opportunities in the Sector to inspire young people. The assembly will explain the transferable skills and knowledge that are required in the Creative Sector. There will be a showcase to connect with the practitioner's work. It will include an introduction to the creative sector and the practitioner's career journey.</p>	<p>Benchmark 5 - Encounters with Employers and Employees. The practitioner sharing their career journey counts as a direct encounter with an industry professional. The showcase of the practitioner's work helps students understand what people actually do in creative jobs.</p> <p>Benchmark 4 - Linking Curriculum Learning to Careers. Explaining transferable skills and knowledge needed in the creative sector helps students connect subjects they study (e.g., art, media, drama, English, design) with real careers.</p> <p>Benchmark 2 -Learning from Career and Labour Market Information. The introduction to the creative sector helps students understand career opportunities and pathways within the sector. Myth-busting about creative jobs improves students' understanding of real labour market opportunities.</p>
<p>CMP Engineering - Workplace visit. This visit is designed to give students an engaging and age-appropriate introduction to engineering, manufacturing, and technical careers.</p> <p>Pupils will experience: Staff explaining their jobs. Students asking questions about careers in engineering. Exposure to real workplace roles.</p> <p>They will take part in a factory tour where they will experience demonstrations of manufacturing processes, observing equipment, processes, and workplace practices.</p>	<p>Benchmark 5 - This is the primary benchmark for a workplace visit. Why it applies: Students meet engineering and manufacturing professionals. They learn directly from employees about their roles and career journeys. They gain insight into technical careers and the skills required.</p> <p>Benchmark 6 - A visit to a working engineering company. Students experience a real workplace environment. They observe how engineering products are designed, manufactured, assembled and tested. They see how different departments contribute to the final product.</p> <p>Benchmark 4 - This visit links school subjects to real careers. Students can see how subjects such as: Mathematics, Physics,</p>

		Design and Technology are used in engineering and manufacturing roles.
	<p>Apprenticeships week - During National Apprenticeships Week, pupils will engage in a series of activities designed to introduce them to apprenticeship opportunities, career pathways, and the skills required in various industries. Subject activities and registration activities. Form Time Amazing Apprenticeships Subject Resources</p>	<p>Benchmark 4 – Linking Curriculum Learning to Careers Pupils see direct connections between subjects (e.g., STEM, Business, Arts) and apprenticeship pathways.</p> <p>Benchmark 7 – Encounters with Further and Higher Education Pupils learn about apprenticeship pathways, which are a form of further education and training.</p>
	<p>Further Education Careers Fair - In this event students can explore options like higher education, apprenticeships, and various careers by speaking directly with universities, employers, and education providers. The career’s fair will be open to parents after school. (19th May)</p>	<p>Benchmark 7 - Encounters with Further and Higher Education. The careers fair provides students with direct access to representatives from universities, colleges, apprenticeship providers, and training organisations. Students are able to speak with providers to gain information about a range of post-16 and post-18 pathways, including higher education courses, further education programmes, and technical training routes. This enables students to explore entry requirements, course options, and progression opportunities, helping them to make informed decisions about their next steps. The event also allows families to engage with providers and better understand the different education and training opportunities available.</p>
8	<p>DiscoverChemEngLIVE - This activity is designed to spark curiosity, confidence, and creativity in Year 8. Each Challenge Day blends imagination with practical problem-solving through a series of fast-paced, team-based activities - from tackling sustainability challenges to uncovering how engineers transform everyday materials like seaweed, graphite, and sand into the products we all rely on. The aim is to show students how chemical and process engineers</p>	<p>Benchmark 3 – Addressing the needs of each pupil. Year 8 students are targeted, so it is age-appropriate. By combining creativity, collaboration, and practical problem-solving, it caters to a range of learning styles and abilities, helping meet individual student needs.</p> <p>Benchmark 4 – Linking curriculum learning to careers. The activity directly connects STEM subjects to career applications: showing how materials like seaweed, graphite, and sand are transformed into useful products. It gives students insight into how chemical engineering concepts are applied in the real world, fulfilling this benchmark.</p>

	<p>make a real difference - combining creativity, collaboration, and innovation to develop sustainable solutions that improve lives and protect the planet – helping to engineer a sustainable world.</p>	<p>Benchmark 5 – Encounters with employers and employees. By involving chemical engineers or industry representatives, students interact with professionals, seeing career pathways firsthand.</p> <p>Benchmark 7 – Encounters with further and higher education. Students gain exposure to higher education routes in chemical engineering.</p>
SUMMER TERM		
8	<p>Careers Speed Dating – Face-paced networking sessions where students spend approximately 5 minutes questioning various professionals from a range of sectors. Question Sheet Careers Y8</p>	<p>Benchmark 4: Linking Curriculum Learning to Careers. This activity will teach students how subjects they study relate to real jobs and career paths. This session will help by explaining real-world uses of school subjects and connecting them to careers.</p> <p>Benchmark 5: Encounters with Employers and Employees. Students will have multiple opportunities to meet employers and employees to learn about careers.</p>
8	<p>Connexions - Future Jobs LMI Students will learn about apprenticeships and gain an understanding of LMI.</p>	<p>Benchmark 2 – Learning from Career and Labour Market Information Students learn about employment opportunities, skills shortages, and pathways in the digital sector from employers and apprenticeship providers.</p>
8	<p>Future Focus - Careers Fair</p> <p>Foundation Learning & Education: Discovering specialist colleges and tailored learning pathways.</p> <p>Employment Opportunities: Meeting inclusive employers and exploring supported employment.</p> <p>Apprenticeships & Traineeships: Highlighting vocational routes and</p>	<p>Benchmark 2 – Learning from Career and Labour Market Information Students gain information about local industries, skills shortages, and apprenticeship opportunities through employer stands, leaflets, and presentations.</p> <p>Benchmark 3 – Addressing the Needs of Each Pupil Students can explore different pathways that match their interests, abilities, and career goals.</p> <p>Benchmark 5 – Encounters with Employers and Employees Students speak directly with employers, apprentices, and industry professionals at the fair. This helps them understand real job roles, career pathways, and workplace expectations.</p>

	<p>technical education.</p> <p>Enrichment: Focusing on community participation, hobbies, and personal growth.</p> <p>Parent & Carer Information: A dedicated space for families to seek advice and guidance.</p>	<p>Benchmark 7 – Encounters with Further and Higher Education If apprenticeship providers, colleges, universities, or training organisations attend, students learn about post-16 or post-18 pathways.</p>
<p>8</p>	<p>Tharsus Engineering Visit - Workplace visit. This visit is designed to give students an engaging and age-appropriate introduction to engineering, manufacturing, and technical careers.</p> <p>Pupils will experience: Staff explaining their jobs. Students asking questions about careers in engineering. Exposure to real workplace roles.</p> <p>They will take part in a factory tour where they will experience demonstrations of manufacturing processes, observing equipment, processes, and workplace practices.</p>	<p>Benchmark 5 - This is the primary benchmark for a workplace visit. Why it applies: Students meet engineering and manufacturing professionals. They learn directly from employees about their roles and career journeys. They gain insight into technical careers and the skills required.</p> <p>Benchmark 6 - A visit to a working engineering company. Students experience a real workplace environment. They observe how engineering products are designed, manufactured, assembled and tested. They see how different departments contribute to the final product.</p> <p>Benchmark 4 - This visit links school subjects to real careers. Students can see how subjects such as: Mathematics, Physics, Design and Technology are used in engineering and manufacturing roles.</p>
<p>8</p>	<p>Civil Service/DWP Transferable Skills incorporating social media An interactive lesson where a staff member from DWP will open with a discussion about their role, where they work, who are the Civil Service? They will invite questions from the students. They will then discuss with the students about the world of work, generally what transferable skills are required to work and why they are important. They will then do a series of short skills activities which will include, students building a tower using wooden rods and bands demonstrating communication, team work and resilience (working within their own “departments) The students will then be set an activity which will expand the need to communicate with other</p>	<p>Benchmark 5, as students engage directly with an employer and gain insight into roles within the Civil Service.</p> <p>Benchmark 4, as students develop and apply key transferable skills such as communication, teamwork and problem-solving through practical activities linked to the workplace.</p> <p>Benchmark 2, by introducing the importance of employability skills in the wider labour market.</p>

<p>people (working across different “departments”) the students will be required to complete a jigsaw within their teams, however what they don’t know is that the jigsaws are mixed up and they have to communicate with others across different departments solve the puzzle. This will demonstrate problem solving, thinking outside of the box, communication, and resilience.</p> <p>The session will end talking about what they have covered and how this is relevant to the world of work.</p> <p>They will conclude by talking about social media and how what you do now on social media can impact your long-term career.</p>	
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