

All Hallows Catholic High School

"Growing together in the spirit of Christ's love"

Careers

In the Curriculum
2025



‘Guiding Pupils to Discover Their
God-Given Potential’

Careers in the Curriculum

At All Hallows, we believe that every young person is created uniquely by God, with gifts and talents to nurture and share with the world.

Our approach to careers education is grounded in our mission of 'growing together in the spirit of Christ's love', supporting the whole person academically, spiritually, morally and socially.

We see every subject not only to gain knowledge, but also as a pathway through which pupils can discover their vocation, develop their God-given potential, and prepare for the role they will play in building a better world.

Careers education isn't just something that happens in Personal Development lessons or enrichment activities such as work experience, it's woven into everything we teach, every day.

This document shows how each subject supports pupils to:

- Understand the real-world applications of their learning
- Discover the wide range of careers linked to different areas of study
- Develop the skills employers value most, such as communication, problem-solving, and teamwork
- Make informed decisions about GCSE and post-16 pathways

Whether it's learning about ethical dilemmas in science, teamwork in PE, data handling in geography, or public speaking in English, every subject offers a chance to explore who you are, what you're good at, and what your future could look like.

We want every pupil to leave school with:

- Have high aspirations rooted in self-belief and faith
- See their future not just as a career, but as a calling to serve others
- Understand the many routes into further education, employment or training
- Leave school ready to live out the values of justice, compassion and integrity

The content on the next pages outlines:

- The key career-related knowledge and skills taught in each subject
- Examples of career paths connected to each subject
- How subjects support development of employability skills

We encourage pupils and families to explore this together and use it to guide option choices, career conversations and aspirations for the future.

ART

The Art department at All Hallows Catholic High School plays a central role in preparing pupils for future education and employment by embedding careers education throughout the curriculum. From Year 7 onwards, pupils learn how the skills they develop in creativity, research, critical thinking, and presentation connect directly to a wide range of career pathways. Careers are highlighted through the study of contemporary and historical artists, regular reference to our Arts careers board, and the showcasing of pupil work on our Art Instagram and across the school. Opportunities such as the Creative Craft Tour of Manchester, visits from and links with institutions like Newman College and the University of Central Lancashire, and independent project work at GCSE all provide meaningful encounters with employers, further education, and higher education. Through this approach, we not only meet Gatsby Benchmark 4 (linking curriculum learning to careers), but also demonstrate our commitment to Benchmarks 2, 5, 6, 7, and 8.

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
2, 4	In Year 7, pupils explore illustration through the work of Tim Burton and colour theory inspired by Jessica Doyle. Alongside developing technical skills in drawing, colour, and media, they learn how illustration connects to careers in animation, publishing, and character design. Pupils are introduced to the department's Arts careers board, where they can see examples of creative industries linked to their projects, and are encouraged to think about how transferable skills such as creativity, presentation, and communication are valued in many sectors.	7	Curriculum
2, 4	In Year 8, pupils study flora and fauna through the work of Christopher Marley and explore architectural drawing inspired by Ian Murphy. These projects develop control of new materials, observational skills, and independent research, all of which connect to careers in architecture, interior design, environmental design, and fine art. Links are made explicit through reference to the Arts careers board and discussion of how these skills prepare pupils for future creative pathways.	8	Curriculum
2, 4, 6	In Year 9, pupils examine contemporary street art through Mr Penfold and cultural traditions via David Lozeau's 'Day of the Dead' works. This builds their awareness of art as a form of social commentary and cultural expression, while equipping them with skills in experimentation, problem-solving, and presentation. Careers such as muralist, graphic designer, tattooist, and marketing/branding roles are discussed, showing how creative skills can connect	9	Curriculum

	with modern industries. Work is also shared on the school's Art Instagram, helping pupils understand how creatives showcase portfolios in a digital age.		
2, 4, 5, 7	In Year 10, GCSE pupils explore a wide range of artists as they develop personal projects, building independence, critical thinking, and specialist technical skills. They research individual artists and movements, linking their studies to careers such as fine art, illustration, fashion, print and ceramics. Pupils also take part in trips such as the Creative Craft Tour of Manchester, where they encounter creative professionals and see the industry in action. Strong links with local FE/HE institutions (e.g., Newman College, UCLan) reinforce progression opportunities.	10	Curriculum/ Enrichment
2, 4, 5, 7, 8	In Year 11, pupils consolidate their GCSE projects, making independent decisions and refining their personal portfolios. This process mirrors professional practice and introduces them to progression routes into further education, apprenticeships, and creative industries. Exhibitions within school and the Art Instagram account provide authentic platforms for showcasing work, preparing pupils for the presentation and promotion skills valued by employers.	11	Curriculum/ Enrichment

Design & Technology

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
2	<ul style="list-style-type: none"> Updated careers boards around department that link in with new GCSE and KS4 courses Careers videos shown at the beginning of each 6 week project – linking the project to a ‘bigger picture’ real world career. Y8 Spike prime robotics project linked to BAE Systems and Raising Robots, with interviews with engineers and teaching content through industry professionals. Y8 CAD Phone Angel project – videos highlighting different career paths each week. Videos on starting your own business and studying engineering at Cambridge University too. All projects at KS3 and KS4 include at least 1 (usually 3 or 4) Blooket quizzes which test recall and retention of key concepts. These quizzes also contain a minimum of 4 ‘bigger picture’ questions to get pupils thinking about careers. The learning journeys displayed in Technology and in all pupil books and on Google classroom have pictures of industrial machinery which pupils will get the chance to use during projects. Technology careers board in Department corridor. Textiles careers board outside the Textiles room. 	All Years	Enrichment
3	<ul style="list-style-type: none"> STEM club – available to all. Reaches approx. 75 pupils in the course of a year. Pupils have extensive access to careers information through a range of activities such as: VEX Robotics, EEP Lego Robotics competitions, CanSat Challenge, UCLAN workshops, Talent 2030 competitions, CREST awards, iDea awards. STEM club pupils also have access to STEM ambassadors from industry who help out in the club every week, as well as attending and 	All years	Enrichment

	<p>helping during whole day competitions such as VEX Robotics</p> <ul style="list-style-type: none"> • Competitions such as the Rotary comp are run by industry professionals alongside the Rotary club. Pupils get to meet and work with these people to solve problems and complete projects. • Two thirds of Y8 (approx. 120 pupils) have access to an Energy Quest challenge which celebrates STEM careers and is run by engineers and STEM ambassadors. • 60 Year 8 pupils have the opportunity to complete a CREATE education 3D Printing workshop run in partnership with BAE systems and Ultimaker. • 60 Year 9 pupils have the opportunity to complete a CREATE education 3D Printing workshop run in partnership with BAE systems and Ultimaker. • 8 pupils in Y9 and Y10 go to the rotary challenge each year where they meet local engineers and ambassadors. • 12 Y8 pupils have the opportunity to take part in the Faraday challenge each year where they meet STEM ambassadors • 8 Y8&9&10 Pupils competed in the VEX robotics regional competition, meeting other teachers, schools and engineers whilst competing. Some of these pupils also get an overnight residential trip to the VEX Robotics Nationals in Telford each year. • 9 Y7 and 8 pupils competed in the Regional finals of the VEX Robotics Comp, which they won. They moved on to the National finals in Telford at the International centre, where they got to see a range of exciting and futuristic engineering projects and workshops they met the top robotics schools from around the country. They got to stay overnight. • STEM month – open to all pupils in all years, but usually taken up by approx. 100 pupils. Events include Tomorrows engineers, Energy Quest comp, Faraday challenge, 	<p>Year 8</p> <p>Year 9 & 10</p> <p>Year 8</p> <p>All years</p> <p>Y7 and 8</p>	<p>Enrichment</p> <p>Enrichment</p> <p>Enrichment</p> <p>Enrichment</p> <p>Enrichment</p>
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	<ul style="list-style-type: none"> • Healthy lifestyles week which happens each year gives pupils access to tennis coaches, chiropractors, chefs, a scientist, gym instructors, yoga instructors, personal trainers. • iDea award – completed by all Y8 and all Y7s during enrichment days in Technology. iDea awards give pupils information on STEM based careers, as well as ideas about their strengths and weaknesses. There is a record of achievement and certificates available to pupils. These are nationally recognised qualifications. • FutureChef competition entered and made to regional final. Chef mentor visited school on two occasions. 		
4	<ul style="list-style-type: none"> • Assemblies for Y9 explaining options choices • Options evening • Options lessons including information about related careers • KS3 projects based around clients • KS4 pupils finding actual clients for NEA projects • Beginning KS3 projects with bigger picture talks about careers linked to the skills and knowledge to be learned in the projects. Usually in the form of videos of professionals doing those careers. • Using real life examples during teaching, for example; teaching about writing a specification by imagining you are an engineer for a company. 	Year 9 Year 9 Year 9 Year 7, 8, 9 Year 10,11 All years KS3	Curriculum Curriculum Curriculum Curriculum Curriculum Curriculum Curriculum
5	<ul style="list-style-type: none"> • Videos with BAE engineers in Y7 Spike Prime project • Videos of interviews with additive manufacturing engineers shown to all Y8s during Mission to Mars project • Extensive use of STEM ambassadors for enrichment activities and STEM club. • Y11 pupils talking to businesses and clients for their NEA projects VEX Nationals residential. • STEM ambassador from BAE helping STEM club every week. 	All years Y11 All years Y9 and 10	Enrichment Curriculum Enrichment Enrichment
6	<ul style="list-style-type: none"> • West coast of USA visit – including links with Technology and Computing 	Various	Curriculum & Enrichment

	<p>through visits to Silicon valley (Google headquarters) The Tech hub Silicon valley Tech museum, The Hoover Dam, Vegas.</p> <ul style="list-style-type: none"> • Visit to Blackpool & Fylde college for FutureChef competition • Visit to UCLAN for FutureChef final. • Residential to Telford for VEX Nationals each year. 		
7	<ul style="list-style-type: none"> • Junior chefs at Runshaw college 	Y10	Enrichment

Design & Technology interaction with Educational providers

	Autumn	Spring	Summer
Year 7	BAE STEM ambassadors at STEM club weekly	I'm an Engineer webchat BAE STEM ambassadors at STEM club weekly	BAE STEM ambassadors at STEM club weekly
Year 8	<p><i>BAE careers interviews during Y8 Robotics project.</i></p> <p>Create Education 3D Printing workshops.</p> <p><i>STEM energy quest competition.</i></p> <p>BAE STEM ambassadors at STEM club weekly</p>	<p><i>BAE careers interviews during Y8 Robotics project</i></p> <p>STEM energy quest competition.</p> <p>BAE STEM ambassadors at STEM club weekly</p>	<p><i>BAE careers interviews during Y8 Robotics project.</i></p> <p>Create Education 3D Printing workshops.</p> <p>BAE STEM ambassadors at STEM club weekly</p>
Year 9	BAE STEM ambassadors at STEM club weekly	BAE STEM ambassadors at STEM club weekly	Gym instructors as part of Healthy lifestyles week. BAE STEM ambassadors at STEM club weekly
Year 10	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work. BAE STEM ambassadors at STEM club weekly	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work. BAE STEM ambassadors at STEM club weekly	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work. BAE STEM ambassadors at STEM club weekly
Year 11	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work.	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work.	UCLAN Electronics engineering lecturer visiting weekly to assist pupils with NEA work.

English

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/Enrichment
4	Dragon's Den - Links to product development and advertising, with strategic business thinking as part of the group task development.	7	Curriculum
4 and 5	Gothic Writing - Links to being a writer	7	Curriculum
4	Magazine Project - Development of journalism and project management	8	Curriculum
4	Travel Writing - Links to journalism	8	Curriculum
4	Narrative Writing - The Assassin - Links to being a writer	9	Curriculum
4	News and Media - Links to journalism	9	Curriculum
4	Spoken Language Assessment - Links to presentation and interview skills through Q and A	9	Curriculum
4	Narrative Writing – Writing as a Career	10	Eng Lang Curriculum
4	Transactional Writing (Component 2) - Taught using questions that apply to real-world scenarios, like report and letter writing to a senior person and speech writing skills, alongside magazine, review and guide writing which link to more specialist careers in the media.	10	Eng Lang Curriculum
4 and 6	Theatre trips (Blood Brothers, R&J where available) - exposure to the performing arts and acting		Enrichment
4	Public Speaking competition - encourages skills of presentation and persuasion to an audience that link to careers in politics and law		Enrichment
4	Librarians and Paired Readers – links to education and librarian work.	9 and 10	Enrichment

Geography

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
4	The role of Environment Agency – research careers within the organisation using Unifrog Hydrology, Flood risk assessment, Water management, Pollution Control etc.	7	Curriculum
2 and 4	What are ‘green careers?’ A visit to Southport Eco-Centre to explore green careers in the interactive room.	7	Curriculum
4 and 5	What does a marine biologist do? Linked to the Marine Ecosystem topic – Wildlife work, Measuring the health of our ocean environments.	8	Curriculum
4	Managing coastal erosion Exploring the role of planning officers and need to protect coastal locations.	8	Curriculum
4	Meteorologist (Unifrog Investigation) – What does a meteorologist study? Why is it important in our daily lives? Homework task	8	Curriculum
4	Town Planning – Regeneration – Sustainable Preston What type of jobs are required to run a city? Homework task linked to CBD fieldwork	8	Curriculum
4	Option Choices – Careers in Geography – How Geography skills open up opportunities for employability.	9	Curriculum
4	The Economy Unit – Investigating changing jobs and careers and the impact on the UK economy. Graph work on the careers of people we know.	9	Curriculum
4	Working in hazard risk and rescue – earthquakes – specialist equipment - divers, emergency rescue, jaws of life etc	10	Curriculum
4	Adaption to climate change and living in hazardous environments. Building design – Focus on architecture and building design – floods, rising sea levels, earthquakes etc.	10	Curriculum
4	Regeneration – Developing land – Media City Salford/ Olympic Park London – Focus on types of jobs created in new industries (Tertiary/Quaternary sector)	10	Curriculum
4	River Flood Control – Fieldwork at Garstang – Engineering Solutions Cost/Impact Analysis Role of the Environment Agency - Career Opportunities	10/11	Curriculum
4	Tourism as an industry – Jobs and services within the industry /relative pay and leakage - multiplier effect	11	Curriculum

History

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
4	The KS3 course covers the role of the individual in history, looking in particular at entrepreneurs, inventors and scientific innovators such as John Kay, Richard Arkwright, Edward Jenner and Alexander Fleming.	7,8 and 9	Curriculum
4	Discuss the nature of work and changing jobs that have been available over the years and focus in particular on the new opportunities available to girls.	7,8 and 9	Curriculum
4 & 5	Enrichment activities allow pupils to see History related careers in action so they see archivists and curator's work, meet heritage centre workers, tour guides and those who organise heritage themed tours. E.g. Beeston Castle, Liverpool Maritime Museum	7,8 and 9	Curriculum/ Enrichment
4	We play a full role in the Year 9 options process and our presentation to pupils always includes an examination of the jobs that are particularly suitable for pupils who opt to study GCSE History and in higher education institutes. To quote "Learning from the past can help your future, as you will become a more informed person with a range of useful skills and the tools to help you excel in higher education. Careers in Law, Social Work, Media, Journalism, Business, Police, Libraries, Teaching and Marketing are all open to you, as well as jobs in History related industries."	9	Curriculum
4	History is a useful tool to enable pupils to use information effectively when carrying out an investigation or assessing a particular problem or issue confronting an organisation or individual. Be analytical and critical when researching topics or considering information presented to you. Understand human behaviour in the past and in predicting future actions. Debating and expressing a point of view.	7 - 11	Curriculum
7	We have also sought to links to further education and higher education centres. Eg UCLAN	10	Curriculum

MFL

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
4	Jobs and work preferences. Know how nouns for jobs change. Use the conditional tense. Express opinions and give reasons	11	Curriculum
4	Discuss career choices. Write in detail about what you would like to do in the future	11	Curriculum
4	Discuss the importance of languages in the World of Work.	11	Curriculum
4	Use language associated with applying for a job.	11	Curriculum
4	Talk about travelling and earning money	11	Curriculum
4	Learning more about the world of work at home and abroad. Finding out about jobs in other countries. Learning about the pros and cons of different jobs	11	Curriculum
4	Learning about plans for a gap year abroad	11	Curriculum
4	Write your CV in French/Spanish Activity based on The Apprentice - present yourself (in French) to Lord Sugar. Describe the job of your dreams	11	Curriculum
4	Spanish – a module looking at the qualities you need for different jobs, what a typical day is like and what jobs they might want to do in the future. Input about work experience, a typical day as a vet in a Spanish aquarium and what qualifications/educational journey is needed. Pupils complete a piece on what job they'd like to do.	9	Curriculum
4	French – a module looking at earning money, discussing future plans, using the future tense to describe the jobs that pupils might want to do and finally how things might look like in the future – for example using technology in the workplace.	9	Curriculum
4	Futures linked to MFL at Options time.	9	Curriculum

Performing Arts

<u>Gatsby Benchmark number</u>	<u>Summary of activity</u>	<u>Year Group</u>	<u>Curriculum/ Enrichment</u>
1	We use KS3 lessons to explore this website and in particular we use Explore careers to ensure that creative careers are part of our schools <i>stable careers programme</i> . Character education is embedded into schemes of work and learning cycles and by placing emphasis on positive character traits enables pupils to develop employability skills	7-9	Curriculum
1	Literacy and numeracy skills are inherent aspects of all schemes of work and learning cycles in Music and Drama lessons.	7-11	Curriculum
2/3	We use the Drama and Music lesson plans to open minds to creative job opportunities and help pupils identify how their skills fit within them. We use Introducing the creative industries, Finding a role for you from the video programme. This is about jobs in the creative industries .This can be done in a Performing Arts Key Stage 3 lesson for Options process in year 9 prior to the Options process.	7-9	Curriculum
4	<p>We link our existing curriculum plans to creative careers-</p> <p>KS3 Curriculum links and Enrichment Music – Year 7 – Voiceworks and Building Bridges topics – Careers in singing –Bands, Songwriters, teaching singing , forming a band for the All Hallows Got Talent or For One Night Only , School production , Assemblies</p> <p>Year 7 – Keyboard, Ukelele , Composition skills – Performing Career , teaching music, Composer skills for a career in music production with Bandlab and other music software , writing Blogs about different styles of music to become a music journalist or presenter.</p> <p>Year 8 – Soundtracks – Film music and TV music – look at All Hallows pupil Paul Inglishby and his career talk and his career pathway and other composers for movie and discuss what their job includes.</p> <p>Year 8 – Jazz and Blues – pupils learn the skills of being a Jazz performer and what that includes and</p>		Curriculum

	<p>how famous artists in that genre study the style of music and their musical journey.</p> <p>Year 9 – Popular music – Research into Ed Sheeran and other popular musicians and study songwriting skills and the careers of the artists.</p> <p>Year 9 – Songwriting and performing skills in singing and classroom instruments. Pupils also get the opportunity to perform on their own instruments.</p> <p>KS4 Curriculum links -in the Performing Arts industry where pupils have to learn to plan for, budget for, host events linked to the Arts, for example, production budget sheets, script-writing, giving pupils the chance to try out roles like event organiser and social media promoter.</p> <p>Drama KS3 – Year 7 pupils get to learn the drama/acting skills required to be a mime artist and Circus/Street entertainer. Also a musical performer or dancer learning a script in Matilda.</p> <p>Year 8 – Pantomime performers and comedy actors in the Pantomime topic</p> <p>Year 9 – Stage Combat –learning to be a stage performer and also a stage combat trainer. GCSE – Lessons in BTEC Tech Awards in Music Practice and Performing Arts are designed with a vocational emphasis to demonstrate to Pupils the various roles and responsibilities of industry professionals for Component 1 coursework.</p>		
5	<p>We connect with other partner Speakers for Schools to invite creative industry professionals to do a virtual talk at school-Enrichment day activities etc. Workshops with industry professionals – Lowry theatre professional provide workshops and links with our school through the CAT outreach educational programme from the Lowry theatre.</p>	9	Curriculum/ Enrichment
6	<p>Work with employers to organise virtual work experience. Pupils in Performing Arts BTEC lessons can look at Explore opportunities section to see if there are any employers offering resources or online events for our pupils. Look at local theatres and arrange visits to see what kind of work experience is available in the local theatres and through involvement at local amateur theatre events in the Playhouse and local drama clubs such as Create Drama, Preston College drama club, Preston Musical Amateur theatre group etc. Work Experience with the Lancashire Music Service through the HUB.</p>	10/11	Enrichment

7	Pupils look at Meet creative professional films produced by creative industry-specialist providers for videos that can be used to kickstart learning. All Hallows Pupils also have strong links with UCLAN dance, musical events and workshops provided by the colleges and Open days, and for All Hallows Enrichment days. KS3 pupils also engage in Dance placements with UCLAN Degree pupils and engage with HAPS opportunities for University in Music and Drama .	10	Curriculum/ Enrichment
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Physical Education

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/ Enrichment
5 and 6	Pupils attending events run in local leisure facilities as well as observing sports coaches who work with our classes in schools provides them with the opportunity to encounter potential employers and employees.	7-11	Curriculum/ Enrichment
5	Cardinal Newman College staff/pupils to deliver sessions to our pupils. This would be targeted at those pupils who have taken PE as an option in KS4.	9	Curriculum/ Enrichment
5 and 7	Interest in taking pupils to Edge Hill University to experience taught sessions on the University campus as well as being able to view their facilities.	10/11	Curriculum/ Enrichment
4	Sports Leadership, which has a direct link to careers in sport is covered in the KS4 Curriculum	10/11	Curriculum
4	The Prevention of Injury unit also lends itself very well to discussing the role of physiotherapists as well as other medical and emergency staff employed in relation to sports	10/11	Curriculum
4	Pupils to make the link between sport and journalism, encouraging some pupils to extend their views on the type of careers available through sport.	10/11	Curriculum

Science

Gatsby Benchmark number	Summary of activity	Year Group	Curriculum/Enrichment
2	Careers boards around department to link in with GCSE and KS4 courses.	All years	Curriculum
3	STEM club (incorporating Science Club) – available to all. Pupils can be referred by LMs. Reaches approx. 50 pupils in the course of a year. Pupils have extensive access to careers information through a range of activities such as: EEP Lego Robotics competitions, UCLAN workshops, Talent 2030 competitions, CREST awards, iDea awards. STEM club pupils also have access to STEM ambassadors from industry who help out in the club every other week, as well as attending and helping during whole day competitions such as Faraday Challenge and Energy Quest.	All years	Enrichment
4	In KS3 & KS4, individual topics are linked to different careers. Homework opportunities using ‘Unifrog’ are available for pupils to research careers linked the areas of the curriculum. Each unit at KS4 has a ‘careers focus’ video to increase awareness of the different careers linked to Science.	7-11	Curriculum
4	Careers in Science – Options Choices. Detailed information provided for Year 9 pupils to explaining options choices and how these support further study of Science and Science-related careers. This includes information provided during lessons, Options booklet and Options evening. Pupils learn about how scientific skills and knowledge create opportunities for employability.	9	Curriculum
5	Pupils have access to ‘Curriculum Journey’, a series of interviews with past pupils about their chosen science -based career and the requirements for succeeding in this career.	10-11	Curriculum/Enrichment
7	UCLAN Young Scientist Centre trip. Pupils can experience a university standard laboratory and gain experience of further pursuit of Science-related subjects.	10-11	Enrichment