

Careerpilot

LINKING CAREERS TO THE CURRICULUM



KS4

SUBJECT-SPECIFIC RESOURCES



CAREERPILOT.ORG.UK

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These activities will help students to think about careers related to art as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: Graphic Communication component

AQA: 3.6 OCR: J172 Edexcel: 1GC0

Jobs related to Graphic Design

1

Discuss jobs related to art / design and show this video of: [Life at Blizzard: Meet Cole Eastburn, Sr. Concept Artist on World of Warcraft](#)

2

Discuss university degree courses linked to art and show video of [Sam studying Design at Bournemouth University](#)

Students could be given time to research different courses related to art.

3

Discuss [apprenticeships](#) related to art. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Video Game Character Design](#) —developed by Abertay University

5

Introduce the students to TED talks as these will help the students to decide if learning about art / design at university is something they would like to pursue. There are many relevant talks on [Design](#).

E.g. [How a handful of tech companies control billions of minds every day](#) by Tristan Harris

6

Homework Activity: Students could spend more time researching jobs / courses related to art by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to art go to:

<https://www.careerpilot.org.uk/job-sectors/subject/art>



These activities will help students to think about careers related to biology as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 4.1.2, 4.3.1, 4.3.2, 4.6.2, 4.7.5 OCR: B6.2, B6.3

Edexcel: Topics 4 and 5

Jobs in the Biotech industry

1

Discuss jobs in the biotechnology industry and show video - [GSK: Engineering a better world](#)

Students could be given time to research different jobs & careers related to biotechnology

2

Discuss university degree courses linked to biology / biotechnology and show video of [University of Reading—Tehreem \(Biological Sciences\)](#)

Students could be given time to research different courses related to biology / biotechnology

3

Discuss [apprenticeships](#) in the biotech industry that include lab technicians and lab scientists. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Next generation biosecurity: Responding to 21st Century Biorisks](#)—developed by the University of Bath

5

Introduce the students to TED talks as these will help the students to decide if learning about biotechnology at university is something they would like to pursue. There are many relevant talks on [biotechnology](#)

This one is particularly good when teaching about genetic engineering: [Biotechnology is the future of manufacturing](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to biology by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to biology go to:

<https://www.careerpilot.org.uk/job-sectors/subject/biology>



These activities will help students to think about careers related to marketing as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: Topic 5 OCR: Topic 2 Edexcel: 1.4.3, 2.2

Careers in the Marketing Industry

1

Discuss jobs in the marketing industry and show video of [Day in the life of a Marketing Manager](#)

Students could be given time to research different jobs & careers related to business

2

Discuss university degree courses linked to marketing and show video of [Sam Brill - My placement at Microsoft Xbox](#)

Students could be given time to research different courses related to business

3

Discuss [apprenticeships](#) in the marketing industry that include digital marketing & marketing manager. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Global Marketing: A Definition](#) - developed by Coventry University

5

Introduce the students to TED talks as these will help the students to decide if learning about marketing at university is something they would like to pursue. There are many relevant talks on [marketing](#).

E.g. [What brands can learn from online dating](#)—by Sarah Willersdorf

6

Homework Activity: Students could spend more time researching jobs / courses related to business by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to business go to:

<https://www.careerpilot.org.uk/job-sectors/subject/business-studies>



These activities will help students to think about careers related to chemistry as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 4.10 OCR: C6 Edexcel: Topics 4 ,7 and 9

Jobs in the chemical industry

1

Discuss jobs in the chemical industry and show video [Day in the life of a Graduate Analytical Chemist](#)
Students could be given time to research different jobs & careers related to chemistry

2

Discuss university degree courses linked to chemistry and show video of [Matthew studying Chemistry at the University of Oxford](#)
Students could be given time to research different courses related to chemistry

3

Discuss [apprenticeships](#) in the chemical industry that include lab technicians and lab scientists.
Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from:
e.g. [Exploring everyday chemistry](#) —developed by the University of York

5

Introduce the students to TED talks as these will help the students to decide if learning about chemistry at university is something they would like to pursue. There are many relevant talks related to [chemistry](#) topics
This one is particularly good when teaching about the environment: [How pollution is changing the ocean's chemistry](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to chemistry by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to chemistry go to:

<https://www.careerpilot.org.uk/job-sectors/subject/chemistry>





These activities will help students to think about careers related to computer science as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA—3.5, 3.6 OCR—1.6 Edexcel—Topic 5

Jobs in the cyber security industry

1

Discuss jobs in the cyber security industry and show video of [Becoming a cyber investigator](#)

Students could be given time to research different jobs & careers related to computer science

2

Discuss university degree courses linked to cyber security and show video of [Studying Cyber security at University of Gloucestershire](#).

Students could be given time to research different courses related to computer science.

3

Discuss [apprenticeships](#) in the cyber security industry that include a cyber intrusion analyst & a cyber security technologist. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [The Cyber Security Landscape](#)—developed by Coventry University

5

Introduce the students to TED talks as these will help the students to decide if learning about cyber security at university is something they would like to pursue. There are many talks on [cybersecurity](#)

E.g. [The five laws of cybersecurity](#) by Nick Espinosa

6

Homework Activity: Students could spend more time researching jobs / courses related to computer science by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to computer science go to:

<https://www.careerpilot.org.uk/job-sectors/subject/computing>



These activities will help students to think about careers related to dance as well as helping schools / colleges to meet Gatsby Benchmark 4

Jobs related to Dance

1

Discuss jobs related to dance and show video of Natalia Duong talking about dance therapy as a career - [Dance As Therapy: Natalia Duong at TEDxStanford](#)

Students could be given time to research different jobs and careers related to dance.

2

Discuss university degree courses linked to dance and show video of [Dance & Choreography at Falmouth University](#)

Students could be given time to research different courses related to dance

3

Discuss [apprenticeships](#) related to dance & explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: [Exploring Japanese Avant-garde Art Through Butoh Dance](#)—developed by Keio University, Japan

5

Introduce the students to TED talks as these will help the students to decide if learning about dance at university is something they would like to pursue. There are many relevant talks on [dance](#).

This one is particularly good when thinking about gender roles in dance: [Ballroom Dance that breaks gender roles](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to dance by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to dance go to:

<https://www.careerpilot.org.uk/job-sectors/subject/dance>





These activities will help students to think about careers related to drama as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 3.1.1 Knowledge & Understanding OCR: 03 and 04

Edexcel: Component 2

Jobs related to Film

1

Discuss jobs related to drama or related degrees and show this video [How to be a Film Director](#)

Students could be given time to research different jobs & careers related to drama or related courses.

2

Discuss university degree courses linked to drama and show video of studying [Directing at Plymouth University](#)

Students could be given time to research different courses related to drama.

3

Discuss [apprenticeships](#) related to drama. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [An introduction to screenwriting](#) —developed by the University of East Anglia (UEA)

5

Introduce the students to TED talks as these will help the students to decide if learning about drama or related subjects at university is something they would like to pursue. There are many relevant talks on [film](#).

E.g. [What it's like to be a Woman in Hollywood](#) by Naomi McDougall Jones

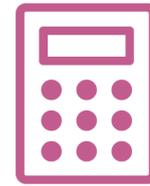
6

Homework Activity: Students could spend more time researching jobs / courses related to drama by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to drama go to:

<https://www.careerpilot.org.uk/job-sectors/subject/drama>





These activities will help students to think about careers related to economics as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 3.2

OCR: 2. The role of markets and money

Jobs related to Economics

1

Discuss the job of a forensic accountant and show video [Day in the life of a Forensic Accountant](#)

Students could be given time to research different jobs & careers related to economics

2

Discuss university degree courses linked to economics and show video [Studying Economics with Econometrics at Exeter University](#)

Students could be given time to research different courses related to economics.

3

Discuss [apprenticeships](#) in economics. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree such as [this one](#). Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [The Politics of Economics and the Economics of Politicians](#) —developed by the University of Nottingham

5

Introduce the students to TED talks as these will help the students to decide if learning about economics at university is something they would like to pursue. There are many relevant talks on [economics](#).

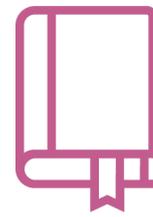
E.g. [How to make a profit while making a difference](#) by Audrey Choi

6

Homework Activity: Students could spend more time researching jobs / courses related to economics by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to economics go to: <https://www.careerpilot.org.uk/job-sectors/subject/economics>





These activities will help students to think about careers related to English as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: English Language OCR: Component 01

Edexcel: Component 1

Jobs related to English

1

Discuss jobs related to English or related degrees and show this video where [JK Rowling talks about her Dreams of Becoming a Writer](#)

Students could be given time to research different jobs & careers related to English or related courses.

2

Discuss university degree courses linked to English and show video of studying [Creative Writing at the Arts University Bournemouth](#)

Students could be given time to research different courses related to English.

3

Discuss [apprenticeships](#) related to English. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [The power of podcasting for storytelling](#) —developed by the University of Wollongong, Australia

5

Introduce the students to TED talks as these will help the students to decide if learning about English or related subjects at university is something they would like to pursue. There are many relevant talks on [writing](#).

E.g. [Three anti-social skills to improve your writing](#) by Nadia Kalman

6

Homework Activity: Students could spend more time researching jobs / courses related to English by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to English go to:

<https://www.careerpilot.org.uk/job-sectors/subject/english>



These activities will help students to think about careers related to Nutrition as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 3.2 OCR: Section A
Eduqas—Sections 2 & 3

Jobs related to Nutrition

1

Discuss jobs related to nutrition and show video of [Day in the Life of a Dietitian](#)

Students could be given time to research different jobs & careers related to diet & nutrition

2

Discuss university degree courses linked to nutrition and show video from [Bournemouth University about their BSc Nutrition course](#)

Students could be given time to research different courses related to nutrition

3

Discuss [apprenticeships](#) related to food such as Food Technologist. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Nutrition and Wellbeing](#) —developed by University of Aberdeen

5

Introduce the students to TED talks as these will help the students to decide if learning about [nutrition](#) at university is something they would like to pursue.

E.g. [How climate change could make our food less nutritious by Kristie Ebi](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to nutrition by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to food go to:

<https://www.careerpilot.org.uk/job-sectors/subject/food-gcse-only>





These activities will help students to think about careers related to the environment as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA: 3.1.1.3 OCR: 1.3 & 2.3

Edexcel—Sections 1.3

Careers in the environment sector

1

Discuss jobs in the environment sector and show video of [Tom who works for the environment agency](#)
Students could be given time to research different jobs & careers related to geography

2

Discuss university degree courses linked to environment and show video of [Study environmental sciences at the University of Birmingham](#)
Students could be given time to research different courses related to geography

3

Discuss [apprenticeships](#) in the environment sector that include geospatial survey technician & environmental conservation. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Climate change: The Science](#)—developed by the University of Exeter

5

Introduce the students to TED talks as these will help the students to decide if learning about the environment at university is something they would like to pursue. There are many relevant talks on [climate change](#).
E.g. [The disarming case to act right now on climate change](#) —by Greta Thunberg

6

Homework Activity: Students could spend more time researching jobs / courses related to geography by using [Careerpilot](#) and feedback next lesson any that they are interested in.

These activities will help students to think about careers related to history as well as helping schools / colleges to meet Gatsby Benchmark 4

A career in Archaeology

1

Discuss jobs related to History and show this video [Preparing for an Archaeology Career](#)

Students could be given time to research different jobs & careers related to History or related courses.

2

Discuss university degree courses linked to history and show videos of students studying [Classical Archaeology and Ancient History at Oxford University](#)

Students could be given time to research different courses related to History.

3

Discuss [apprenticeships](#) related to History. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [A History of Public Health in Post War Britain](#) —developed by the London School of Hygiene and Tropical Medicine

5

Introduce the students to TED talks as these will help the students to decide if learning about History or related subjects at university is something they would like to pursue. There are many relevant talks on [history and archaeology](#).

E.g. [Armchair archaeologist](#) by Sarah Parcak

6

Homework Activity: Students could spend more time researching jobs / courses related to history by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to history go to:

<https://www.careerpilot.org.uk/job-sectors/subject/history>





These activities will help students to think about careers related to languages as well as helping schools / colleges to meet Gatsby Benchmark 4

A career in Translation / Interpreting

1

Discuss different jobs that languages can contribute too and show video of [Working as a translator](#)
Students could be given time to research different jobs & careers related to languages

2

Discuss university degree courses linked to languages and show video of [Studying Applied Languages with International relations and Politics at Oxford Brookes University](#).
Many language students combine languages with another degree. This is known as a combined degree.

3

Discuss [apprenticeships](#) related to where languages could be useful i.e. public relations officer, marketing. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Understanding Language: learning and teaching](#)—developed by The University of Southampton

5

Introduce the students to TED talks as these will help the students to decide if learning about languages at university is something they would like to pursue. There are many relevant talks on [languages](#).
E.g. [How interpreters juggle two languages at once](#)—Directed by Andrew Foerster, narrated by Addison Anderson

6

Homework Activity: Students could spend more time researching jobs / courses related to languages by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to languages go to: <https://www.careerpilot.org.uk/job-sectors/subject/languages>



These activities will help students to think about careers related to maths as well as helping schools / colleges to meet Gatsby Benchmark 4

Jobs related to Maths

1

Discuss jobs related to maths and show video [Going places with Maths](#)

Students could be given time to research different jobs & careers related to maths

2

Discuss university degree courses linked to maths and show video of [Zain studying Maths at Imperial College, London](#)

Students could be given time to research different courses related to maths

3

Discuss [apprenticeships](#) that relate to maths including accountancy and insurance. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Engineering the future: Creating the Amazing](#) —developed by the University of York

5

Introduce the students to TED talks as these will help the students to decide if learning maths at university is something they would like to pursue. There are many relevant talks related to [maths](#)

This one is particularly good when asked why do we have to study maths? [The magic of Fibonacci numbers](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to maths by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to maths go to:

<https://www.careerpilot.org.uk/job-sectors/subject/maths>





These activities will help students to think about careers related to media as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA 3.4 & 3.6 OCR—Section A Television & Section B—News

Jobs in the Media Industry

1

Discuss jobs in the media sector and show students the video: [Working in the media industry](#), produced by the University of Derby

Students could be given time to research different jobs & careers related to the media.

2

Discuss university degree courses linked to media and show video of [Callum who is a media student at Bournemouth University](#).

Students could be given time to research different courses related to the Media.

3

Discuss [apprenticeships](#) in the media industry that include Broadcast Production Assistant. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of [apprenticeships](#).

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Media Literacy and Representation](#)—developed by the University of Newcastle (Australia)

5

Introduce the students to TED talks as these will help the students to decide if learning about media at university is something they would like to pursue. There are many relevant talks on [media](#)

This one is particularly good when teaching about journalism: [Can you spot the problem with these headlines?](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to media by using [Careerpilot](#) and feedback next lesson any that they are interested in.

These activities will help students to think about careers related to music as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA 3.2 OCR—Perform elements Edexcel—Component 1

Jobs in the Music Industry

1

Discuss jobs in the music industry & show students the video: [Fancy being a session musician?](#)

Students could be given time to research different jobs & careers related to music

2

Discuss university degree courses linked to music and show video of [Commercial music at Bath Spa University](#)

Students could be given time to research different courses related to music

3

Discuss [apprenticeships](#) in the music industry that include Level 3 Events Rigger & Level 3 Events Assistant. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of [apprenticeships](#).

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [A bit by bit history of video game music](#)—developed by Abertay University

5

Introduce the students to TED talks as these will help the students to decide if learning about music at university is something they would like to pursue. There are many relevant talks on [music](#).

This one is particularly good when teaching about music performance: [Mind blowing stage sculptures that combine music & technology by Es Devlin](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to music by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to music go to:

<https://www.careerpilot.org.uk/job-sectors/subject/music>



These activities will help students to think about careers related to physics as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA - 4.8.1 OCR—P8.3 Edexcel—Topic 7

Jobs in the Space Industry

1

Discuss jobs in the space industry and show video of [NASA Astrophysicist—Amber Straughn](#)
Students could be given time to research different jobs & careers related to space

2

Discuss university degree courses linked to space and show video of [Studying Physics at Queen Mary University of London](#)
Students could be given time to research different courses related to astronomy / astrophysics.

3

Discuss [apprenticeships](#) in the space industry that range from a lab scientist to a non-destructive testing engineer. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.
Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Atmospheric Chemistry: Planets and Life beyond Earth](#)—developed by the University of Leeds

5

Introduce the students to TED talks as these will help the students to decide if learning about space at university is something they would like to pursue. There are many relevant talks on Space and in particular [How we Study Space](#).

This one is particularly good when teaching about black holes: [How to take a picture of a black hole](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to physics by using [Careerpilot](#) and feedback next lesson any that they are interested in

For more information on careers linked to physics go to:

<https://www.careerpilot.org.uk/job-sectors/subject/physics>



These activities will help students to think about careers related to design as well as helping schools / colleges to meet Gatsby Benchmark 4

Careers in the Design industry

1

Discuss jobs in the design industry & show students the video: [How to become a design engineer](#)

Students could be given time to research different jobs & careers related to design

2

Discuss university degree courses linked to design and show video of [Studying Design Engineering at Middlesex University](#)

Students could be given time to research different courses related to design

3

Discuss [apprenticeships](#) in the design industry that include Level 3 Design or Level 6 Product Design and Development engineer. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of [apprenticeships](#).

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Modern Building Design](#)—developed by University of Bath

5

Introduce the students to TED talks as these will help the students to decide if learning about design at university is something they would like to pursue. There are many relevant talks on [design](#).

This one is good for any budding architects—[Floating cities, the LEGO house and other architectural forms of the future](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to design by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to design go to:

<https://www.careerpilot.org.uk/job-sectors/subject/product-design>



These activities will help students to think about careers related to psychology as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA - 3.2 OCR—Component 1 Edexcel—Topic 6

Jobs related to Forensic Psychology

1

Discuss jobs in forensic psychology and show video [What is Forensic Psychology?](#)

Students could be given time to research different jobs & careers related to psychology

2

Discuss university degree courses linked to forensic psychology and show video of studying [Psychology with Forensic Investigation at Bournemouth University](#)

Students could be given time to research different courses related to forensic psychology.

3

Discuss [apprenticeships](#) in psychology. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from:

e.g. [Forensic Psychology: Witness Investigation](#)—developed by The Open University

5

Introduce the students to TED talks as these will help the students to decide if learning about psychology at university is something they would like to pursue. There are many relevant talks on [Psychology](#).

E.g. [Why teens confess to crimes they didn't commit](#) by Lindsay Malloy

6

Homework Activity: Students could spend more time researching jobs / courses related to psychology by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to psychology go to: <https://www.careerpilot.org.uk/job-sectors/subject/psychology>





These activities will help students to think about careers related to religious studies as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA - Component 2 OCR—Component 2 Edexcel—all areas

Jobs related to Philosophy & Ethics

1

Discuss jobs related to religious studies or philosophy related degrees and show video [Becoming a barrister](#).

Students could be given time to research different jobs & careers related to religious studies.

2

Discuss university degree courses linked to religious studies or philosophy and ethics and show video of studying [PPE at Oxford University](#)

Students could be given time to research different courses related to religious studies.

3

Discuss [apprenticeships](#) related to religious studies. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Making babies in the 21st century](#) —developed by UCL

5

Introduce the students to TED talks as these will help the students to decide if learning about religious studies or philosophy at university is something they would like to pursue. There are many relevant talks on [philosophy and ethics](#).

E.g. [Would you sacrifice one person to save five?](#) by Eleanor Nelson

6

Homework Activity: Students could spend more time researching jobs / courses related to philosophy & ethics by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to philosophy go to:

<https://www.careerpilot.org.uk/job-sectors/subject/philosophy-ethics>





These activities will help students to think about careers related to sociology as well as helping schools / colleges to meet Gatsby Benchmark 4

Jobs in Social Work

1

Discuss what it takes to be a social worker and related careers and show video of [‘A day in the life of a hospital social worker’](#)

Students could be given time to research different jobs & careers related to sociology

2

Discuss university degree courses linked to social work or sociology and show video of [Katie who is studying sociology at the University of Winchester](#)

Students could be given time to research different courses related to sociology

3

Discuss [apprenticeships](#) in sociology. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [What is sociology? An introduction](#)—developed by The University of Newcastle (Australia)

5

Introduce the students to TED talks as these will help the students to decide if learning about space at university is something they would like to pursue. There are many relevant talks on [Sociology](#)

E.g. [Social Workers as Super Heroes](#) by Anna Scheyett

6

Homework Activity: Students could spend more time researching jobs / courses related to sociology by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to sociology go to:

<https://www.careerpilot.org.uk/job-sectors/subject/sociology>





These activities will help students to think about careers related to sport as well as helping schools / colleges to meet Gatsby Benchmark 4

Meets specifications: AQA—3.1.3 OCR—1.2 Edexcel—Topic 3

Jobs in the Sports Industry

1

Discuss jobs in the sports industry & show students the video: [A day in the life of a fitness instructor](#)

Students could be given time to research different jobs & careers related to sport

2

Discuss university degree courses linked to sport and show video of [James who is a sports student at the University of Portsmouth](#)

Students could be given time to research different courses related to sport

3

Discuss [apprenticeships](#) in the sport industry that include Community Sport & Health Officer. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree.

Students could be given time to research different levels of [apprenticeships](#).

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [The science of endurance training and performance](#)—developed by the University of Kent

5

Introduce the students to TED talks as these will help the students to decide if learning about sport at university is something they would like to pursue. There are many relevant talks on [sports performance](#).

This one is particularly good when teaching about sports psychology: [Winning the game of life with sports psychology](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to sport by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to sport go to:

<https://www.careerpilot.org.uk/job-sectors/subject/pe>





These activities will help students to think about careers related to sport as well as helping schools / colleges to meet Gatsby Benchmark 4

Jobs in the Fashion Industry

1

Discuss different jobs that in the fashion industry and show video of [Becoming a fashion buyer](#)
Students could be given time to research different jobs & careers related to Textiles

2

Discuss university degree courses linked to fashion and show video of [Jessica who is studying textiles at Arts University Bournemouth](#)
Students could be given time to research different courses related to fashion / textiles

3

Discuss [apprenticeships](#) related to fashion / textiles such as a Fashion Studio Assistant. Explain that there are different levels of apprenticeship & that higher apprenticeships end up leading to a similar level qualification to a university degree. Students could be given time to research different levels of apprenticeships.

4

For higher level students you can introduce the idea of [MOOCs](#) (free, online courses) that can help a student decide if studying a higher level course is suitable. There are many different topics to choose from: e.g. [Innovation: the fashion industry](#)—developed by The University of Leeds

5

Introduce the students to TED talks as these will help the students to decide if learning about fashion at university is something they would like to pursue. There are many relevant talks on [fashion](#).

E.g. [Think more like a fashion designer - Suzi Vaughan](#)

6

Homework Activity: Students could spend more time researching jobs / courses related to textiles by using [Careerpilot](#) and feedback next lesson any that they are interested in.

For more information on careers linked to textiles go to:

<https://www.careerpilot.org.uk/job-sectors/subject/textiles>





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