

Careers Education and Guidance Key Stage 3 Scheme of Work

Year 8 Timetabled Course

- Regarding pupils with additional needs, the teacher will make individual modifications accordingly.

Abbreviations

- T** indicates that the session is delivered within the tutorial periods.
- SD** - Self-development, **CE** – Career Exploration, **CM** – Career Management (National Framework)
- Additional Information: www.cegnet.co.uk

Personal Development Links

Citizenship

Skills of Enquiry:

2c: Contribute to group and exploratory discussions, and take part in debates.

PHSE

1: Confidence and Responsibility

1a: To reflect on and assess their strengths in relation to personality, work and leisure

1b: To respect the differences between people as they develop their own sense of identity

1c: to recognise how others see them, and be able to give and receive constructive feedback and praise

No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 CDI Framework	GB
8.1 T	Unit 2: Introduction to Work	What kind of person am I?	<p>Answer basic questions about themselves.</p> <p>Complete a personality quiz.</p> <p>Analyse the results of the personality quiz</p> <p>Identify their qualities and those that they would like to develop.</p> <p>Identify three positive things about another pupil and showed it to them.</p>	<p>Analyse their personality</p> <p>Identify their qualities and the qualities that they would like to develop</p> <p>Understand the importance of self-awareness in relation to personal development and career search.</p>	Year 8 Unit 2 lesson 1 Booklet	<p>Answer questions about themselves, by which they identify likes and dislikes, good and poor areas, worry and joy.</p> <p>Complete the personality quiz.</p> <p>Analyse the results of the personality quiz.</p> <p>Identify personal qualities and those, which they would like to develop.</p> <p>Records three positive</p>	Linguistic Intra-personal Inter-personal	SD1 SD2 SD5	GB1 GB3 GB4

						statements about another pupil and shows it to the pupil.			
8.2 T	Unit 2: Introduction to Work	What is Work?	<p>Discuss different statements about the nature of work.</p> <p>Formulate their own definition of work.</p> <p>Consider what aspects of work would be important to them.</p> <p>Identify two occupations that would be of interest to them and explained why</p> <p>Identify different occupations in a word search</p>	<p>Examine the nature of work</p> <p>Discussed different views of work and what constitutes work</p> <p>Formulated a meaningful definition of work.</p>	Year 8 Unit 2 Lesson 2 Booklet	<p>Discuss and record responses to different statements about work.</p> <p>Provide a basic personal definition of work.</p> <p>Complete tick box exercise relating to their work preferences</p> <p>Identify two careers that they would be interested in pursuing and can state why they occupation appeal to them.</p> <p>Complete some of the word search.</p>	Linguistic Intra-personal Inter-personal	SD5 CE1	GB1 GB2 GB3
No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 National Framework	
8.3 T	Unit 2: Introduction to Work	Young People and Work	<p>Learn about the permitted working hours for children</p> <p>learn about the types of work that are available and the types of work that are unsuitable.</p> <p>Discussed and acknowledged the reasons why some work is unsuitable</p> <p>become aware of a basic definition of employment</p>	Learn about the legal facts relating to the employment of children.	Year 8 Unit 2- lesson 3 Booklet	<p>Understand the information regarding the laws relating to children's permitted hours of work.</p> <p>Answer basic questions relating to the information given.</p> <p>Acknowledge the work that they have done.</p> <p>Read the information about jobs that are considered unsuitable for children.</p> <p>Can discuss and record reasons why certain jobs are unsuitable.</p> <p>Complete the TRUE or FALSE quiz – based on what they have learnt. Answers provided for self-marking.</p>	Linguistic Intra-personal Inter-personal	CE1	GB1 GB2 GB3

8.4 T	Unit 2: Introduction to Work	Ambitions	<p>Become aware of a basic meaning of ambition.</p> <p>Recognised that ambitions can range from unrealistic to realistic.</p> <p>Focused on a dream career and whether this career is realistic or unrealistic.</p> <p>Discussed and decided on three things that would help the people in the examples provided to reach their ambitions.</p>	<p>Explored the meaning of ambition</p> <p>Understood the difference between appropriate ambition and unrealistic fantasy.</p>	Year 8 Unit 2 Lesson 4 Booklet	<p>Make a list of people that they admire and explain why.</p> <p>Complete questions about their dream career.</p> <p>Can ascertain whether their career ambition is realistic or unrealistic.</p> <p>Discuss and record group suggestions on helping the people in the examples provided to reach their ambition.</p>	Linguistic Intra-personal Inter-personal	SD2 SD5 CE1	GB1 GB2 GB3
No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 National Framework	
8.5 T	Unit 2: Introduction to Work	Careers Research Action Plan	<p>Sort occupations into categories</p> <p>Become aware of the benefit of categorizing occupations</p> <p>Identify two similar jobs that they would consider as future careers</p> <p>Identify some of the aspects of the occupations that they would need to know</p> <p>Learn about SMART Targets</p> <p>Follow the SMART procedure to carry out a careers research task.</p>	<p>Learnt that jobs can be categorized</p> <p>Become aware of SMART targets</p> <p>Followed the SMART target procedure for completing a set reference task</p>	Year 8 Unit 2 Lesson 5 Booklet	<p>Sort jobs into categories.</p> <p>Identify two linked careers and list what they need to find out about the work involved.</p> <p>Complete their responses to the to the way in which they will complete the research task.</p>	Linguistic Intra-personal	SD3 CE1 CE3 CE4 CE5	GB1 GB2 GB3 GB4