

YEAR 10 CIAG SOW

Self-assessment and Peer Assessment

Pupils are given the opportunity to assess their learning and their attitude to learning during the lesson and at the end of the topic. This exercise can also incorporate Peer Assessment.

Evaluation

Pupils are given opportunity to provide an evaluation of their learning during the lesson and at the end of the topic.

Target-setting

Pupils are encouraged to identify areas for improvement and how they will achieve this, during the lesson and the end of the topic.

Abbreviations

CE – Career Exploration SD – Self Development CM – Career Management

<p><u>SEN</u></p> <p>The teacher is responsible for the modifications and differentiation.</p>	<p><u>Literacy</u></p> <p>Vocabulary: Employability, Further and Higher Education, stereotyping, employer liability, public liability, mandatory, part time work , full time, temporary, seasonal,</p> <p>Reading: Letters to parents, Connexions pamphlets,</p> <p>Writing: Completing an application form and writing a letter of application, evaluating two letters of application in terms of content, presentation and grammar.</p> <p>Speaking: mock interviews, discussion work</p>	<p><u>CEG and WRL</u></p> <p>see matrix</p>	<p><i>A & T</i></p> <p>The teacher is responsible for differentiation within the lesson.</p>	<p><u>PSHE</u></p> <p>This unit links with aspects of KS4 PHSE</p> <p><u>1. Developing confidence and responsibility and making the most of their abilities</u></p> <p>d. To recognise influences, pressures and sources of help and respond to them appropriately.</p> <p>f. About the options open to them post-16, including employment and continuing education and training, and about their</p>
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<p><u>ICT</u></p> <p>Students encouraged to use the Internet to research careers.</p>	<p><u>SMSC</u></p> <p>see matrix</p>	<p><u>Numeracy</u></p>	<p><u>Citizenship</u></p> <p>This unit links with aspects of KS4 Citizenship Programme of Study:</p> <p><u>1. Knowledge and Understanding of being Informed Citizens</u></p> <p>h - The rights and responsibilities of consumers, employers and employees.</p> <p><u>2. Skills of Enquiry and Communication</u></p> <p>c - Contribute to group and exploratory class discussions,</p>	<p>financial implications.</p> <p>g. To use the Connexions Service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills and prepare and put into practice personal action plans. (Connexions Questionnaires)</p> <p><u>3. Develop good relationships and respecting the differences between people</u></p> <p>c. To challenge offending behaviour, prejudice, bullying, racism, and discrimination assertively and take the initiative in giving and receiving support.</p> <p>k. To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.</p>
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No	Title	Learning Objectives	Learning Outcomes	Resources	KS4 CDI Framework (CD1)	Gatsby Benchmark
1	My Career Action Plan	Understand the purpose of A Career Action Plan To identify how to work out how to achieve what you want relating to school, work and life.	Complete set questions and tasks associated with themselves, and their skills, qualities, goals and plans.	Lesson booklet	CM(15)	GB1 GB3 GB4
2 3.	Interview techniques (First impressions last	Recall the stages in the process of obtaining a job. Describe and explain what candidates should do before an interview Identify positive and negative interview techniques relating to etiquette, body language and voice. Evaluate positive and negative interview techniques and justify reasons why.	Identify the stages in the process of obtaining a job. Identify, describe, explain and then evaluate positive and negative interview techniques relating to appearance, etiquette, body language and use of voice.	Lesson booklet DVD	CM (15) CM (16) CM (17)	GB1 GB3 GB4
4	Interview techniques (mock interview)	Respond appropriately to questions asked in a mock interview situation Ask at least three appropriate questions of the interviewer in a mock interviewer situation Identify three important criteria which might be applied in shortlisting or making appointments and describe why each of the identified criteria is important. (PHSE coursework).	Successfully answer at least six questions in a mock interview situation. Ask at least three appropriate questions to the interviewer in a mock interview situation. Identify three important criteria which might be applied in shortlisting or making appointments and describe why each of the identified criteria is important	Lesson booklet	CM (15) CM (16) CM (17)	GB1 GB3 GB4
5	21 st Century Careers	Recognise that there are many job roles within various job sectors, particularly in the local labour market.	Identify 2 jobs in each sector. Describe what qualifications are required for the job role and describe the daily tasks of each employee.	Lesson booklet DVD	CM (15) CM (16) CM (17)	GB1 GB2 GB3 GB4
6	Work experience preparation lesson	Recognise the benefits of work experience. Learn about employability skills – what employers want. Identify preferences for work experience placements.	Recognise the benefits of work experience. Learn about the procedures involved in finding a work experience placement	Letter to parents Information sheet Parental Consent	CE (6) CM (15) CM (17)	GB1 GB2 GB3

		<p>Gain a brief insight into work experience by watching part of a video.</p> <p>Learn how to find a personal placement and the procedure involved.</p> <p>Become aware of the support available.</p> <p>Realise the need for Parental Consent regarding insurances.</p> <p>Collated an information package for their parents.</p>	<p>Awareness of the administration involved in preparing for work experience.</p>	<p>form</p> <p>Personal Placement form</p>		<p>GB5</p> <p>GB6</p>
7 8	Health and safety	<p>Realise that health and safety rules are for the protection on employers and employees.</p> <p>Learn that there are laws enforcing health and safety regulations in the workplace.</p> <p>Recognise that there are penalties for breaking health and safety rules.</p> <p>Understand that while they undertaking a work experience placement, they have the same health and safety responsibilities as a member of staff.</p> <p>Become aware of risk assessment and identified risks and how to prevent accidents.</p> <p>Learn about the duties of employers and employees and been able to answer questions relating to this.</p>	<p>Know and understand that health and safety rules are in place for the protection of employers and employees.</p> <p>Understand that employers and employees have a responsibility to ensure the safety of others and themselves.</p> <p>Develop an awareness of health and safety regulations.</p>	<p>Lesson booklets</p> <p>British safety Council evidence sheets</p> <p>DVD</p>	CM(17)	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB5</p> <p>GB6</p>
9	Health and safety	<p>Identify the six types of safety signs.</p> <p>Recognise different safety signs.</p>	<p>Understand the importance of safety signs and indentify the different types.</p> <p>Recognise different types of safety</p>	<p>Lesson booklet</p> <p>British safety Council evidence</p>	CM (17)	<p>GB1</p> <p>GB3</p>

			signs.	sheets.		GB4 GB5 GB6
10	Work Experience Final Preparation Session			WE Documentation		
11	Work Experience Week					GB1 GB3 GB5 GB6
12	Work Experience Feedback Lesson			Feedback documentation		GB1 GB3 GB4 GB5 GB6
13	Careers Course Evaluation			Booklet		