

Careers Education and Guidance Key Stage 3 Scheme of Work

Year 7 Timetabled Course

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

Abbreviations

- **SD** - Self-development, **CE** – Career Exploration, **CM** – Career Management
- Further information visit: 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

No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 CDI Framework	GB
7.1	1 Myself	Transitions	<p>Reflect on their junior experience</p> <p>Learn that transitions occur at different points throughout people's lives</p> <p>Learn that transitions can be managed and that it involves emotional changes</p> <p>Acknowledge the ways in which they are starting to participate and contribute to their new school environment</p> <p>Identify people who can offer help and support</p>	<p>Understand that transitions can be managed</p> <p>Acknowledge that they are now part of a new school with new opportunities and challenges</p> <p>Know that there is help and support available</p>	Year 7 Unit 1 Lesson 1 booklet	<p>Record four examples of transitions.</p> <p>Express what they liked about their junior school and why.</p> <p>Recall what they looked forward to, when in Year 6.</p> <p>Identify emotions that could be associated with transition to secondary school.</p> <p>Review and record their approach to entering their new school environment.</p> <p>Record their feelings on a timeline.</p>	<p>Linguistic</p> <p>Inter-personal</p> <p>Intra-personal</p>	<p>CM 3</p> <p>CM 5</p> <p>CM 6</p>	<p>GB 1</p> <p>GB 3</p> <p>GB 4</p>

7.2	1 Myself	This is Me!	<p>Identify and record their likes and dislikes</p> <p>Compared their likes and dislikes with others</p> <p>Identify four activities that they enjoy doing.</p> <p>Enhance their self-awareness by devising their own personal motto.</p> <p>Acknowledge their achievements, responsibilities, and interests both in and out of school.</p> <p>Identify ambitions.</p>	<p>Consider and recorded information about themselves to focus and develop self-awareness</p> <p>Acknowledge the things that they enjoy doing</p> <p>Reflect on their achievements and formulate ambitions</p>	Year 7 Unit 1Lesson 2 booklet	<p>Complete questions on likes and dislikes.</p> <p>Draw a shield and draw four symbols to represent the things that they enjoy doing.</p> <p>Devise a motto for themselves.</p> <p>Answer questions about their achievements and interests in and out of school.</p> <p>Record two ambitions.</p>	Linguistic Inter-personal Intra-personal	SD 1 SD 2 CM 5 CM 6	GB 1 GB 3 GB 4
No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 National Framework	
7.3	1 Myself	Why have homework	<p>Recognise the value of homework.</p> <p>Consider the general factors that support home study and homework.</p> <p>Identify organisational techniques in meeting homework deadlines.</p> <p>Discuss and complete a Homework Charter.</p>	<p>Understand the purpose of homework.</p> <p>Improve their approach to completing homework.</p> <p>Recognise that there are expected standards that lead to success.</p>	Year 7 Unit 1Lesson 3 Booklet	<p>Discuss and record three reasons for doing homework.</p> <p>Identify weaknesses in their approach to homework by ticking the statements that apply to them.</p> <p>Discuss and answer questions relating to what is required to do homework well, where to get help, time spent, and techniques in being organised.</p> <p>Discuss and complete a homework charter.</p> <p>Can contribute some of the points of their charter to the class discussion.</p>	Linguistic Inter-personal Intra-personal	SD 2 CM 6	GB 1 GB 3 GB 4
7.4	1 Myself	What are Key Skills?	<p>Learn about the six key skill group.</p> <p>Identify their own level of ability in some key skill groups.</p> <p>Identify their key skill strengths and weaknesses.</p>	<p>Be aware of the six key skill groups.</p> <p>Recognise that key skills are generic and used in the world of work and in daily life.</p> <p>Understand that the</p>	Year 7 Unit 1lesson 4 Booklet	<p>Discuss and identify an example of each of the key skill groups.</p> <p>Assess own performance of skills on a scale ranging from 'can't do' to 'confident'.</p> <p>Of the six key skills, pupils are</p>	Linguistic Inter-personal Intra-personal	SD 1 SD 2	GB 1 GB 2 GB 3

			Relate the skills that they learn and develop in school to the world of work.	development of skills is part of life long learning		able to identify their strengths and weaknesses. Match skills learnt in school (school expectations) to those of expected in the world of work.			
7.5	1 Myself	Who influences me, and who is there to help?	Identify the people in their lives who influence them in making decisions Discuss and recorded the people who can help, where the help is available, and other sources of assistance in learning to cook. Identify three skills that they would personally like to develop, the people who could help them, where they would get the help and any other forms of assistance.	Identify people who can influence their decision-making Recognise that the advice given by different people give can vary Acknowledge the reasons why people can influence us. Recognise that some sources of help and support are specific. Know that help and support is available in learning	Year 7 Unit 1Lesson 5 Booklet	Complete spidergram showing the people who influence their decision-making Read the reasons why people influence us and answer two basic questions relating to the people who demonstrate these reasons. Discuss and identify who can help, where the help is to be found and other sources of help in learning to cook. Work independently to record three skills that they would like to develop, indicating who would help them, where, and identifying any other sources of help.	Linguistic Inter-personal Intra-personal	SD 1 SD 2 CM 5 CM 6	GB 1 GB 2 GB 3 GB 4 GB 5
No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	Learning Style(s)	KS3 National Framework	
7.6	1 Myself	Action Plan	Learn the meaning of goal and target. Identify areas for improvement or development Suggest three targets. Record three action points for each target in their Action Plan Set a date for review	Identify areas for improvement. Devise an Action Plan. Understand the need for review.	Year 7 Unit 1Lesson 6 Action Plan booklet	Tick statements for improvement that apply to them and add three of their own. Devise three targets. Complete Action Plan in which they record their targets and three action points that they will do in order to reach their targets. Set a date for review.	Linguistic Intra-personal	SD 2 SD 3 CM 5 CM6	GB 1 GB 3 GB 4