

YEAR 9 CEG SOW – TIMETABLED SESSIONS

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

Cross Curricular

| <u>SEN</u> | <u>Literacy</u> | <u>CEG and WRL</u> | <u>G & T</u> | <u>PSHE</u> |
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| <p>The teacher is responsible for the modifications and differentiation.</p> | <p>Vocabulary associated with careers, education and guidance, decision-making, qualification routes, qualities and skills.</p> <p>careers, education, guidance, qualifications, Connexions, academic, vocational, apprenticeships, self development, career management, career exploration, skills, qualities, progression, occupation.</p> <p>Reading : Job descriptions (lesson 2), skills and qualities (lesson 3), candidate descriptions (lesson 4)</p> <p>Listening: Listening to Connxions PA (lesson 1), listening to the opinions of others (all lessons)</p> <p>Writing (paragraphs): completing job study booklet (lesson 2)</p> <p>Speaking: reading out the descriptions of the skills and qualities (lesson 3), reading out the descriptions of the candidates (lesson 4)</p> | <p>See matrix</p> | <p>The teacher is responsible for differentiation within the lesson.</p> | <p><u>1. Confidence and Responsibility</u></p> <p>a)to reflect on and assess their strengths in relation to personality, work and leisure</p> <p>b)to respect the differences between people as they develop their own sense of identity</p> <p>e) to relate job opportunities to their personal qualifications and skills and understand how the choices they make at KS4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work.</p> <p>f) to plan realistic targets for KS4, seeking out information and asking for help with career plans</p> <p><u>4. Opportunities</u></p> <p>d) make real choices and decisions – eg about their options for</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>Salaries – per annum Use of the abbreviation 'K'</p> | <p><u>Citizenship</u></p> <p><u>SKILLS OF ENQUIRY AND PARTICIPATION:</u> c) Contribute to group and exploratory class discussions, and take part in debates</p> <p><u>SKILLS OF PARTICIPATION & RESPONSIBLE ACTION:</u> a) Use their imagination to consider other people's experiences (and be able to think about, express and explain views that are not their own).</p> | <p>their future, based on their own research and career portfolios</p> <p>i) prepare for change – eg by anticipating problems caused by changing family relationships and friendships and by preparing for new styles of learning at Key Stage 4</p> |
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YEAR 9 CEG SOW – TIMETABLED SESSIONS

| No | Title | Learning Objectives | Learning Outcomes | Resources | KS3 CDI Framework | GB |
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| 1 | Introduction to Careers Education and Guidance: Year 9 Careers Action Plan | Understand why the course is termed 'Careers Education & Guidance' Understand the role of CIAG in their development Be aware of some of the activities that are involved in the Year 9, 10 and 11 Programme. . | Understand the role of CEG in their development Realise that CEG is based upon self-awareness and development and that identifying strengths and weaknesses is an important element in progression towards a career path. | Lesson booklet | CE (7) CM (13) | GB1 GB3 GB4 |
| 2 | Careers research | Use books/leaflets to find reliable occupational information. | Can identify reliable sources of careers information. Use books/leaflets and/or the internet to find reliable sources of careers information. . | Lesson booklet Job leaflets Internet | CE(6) CE (8) CE (9) CE (10) | GB1 GB3 GB4 |
| 3 | Subjects and Careers | Understand that the motivation for studying subjects is different for everyone. Understand that functional skills and personal, learning and thinking skills (PLTS) can be developed in their subjects and this will help their career thinking and planning. Understand that subjects are useful for many different jobs. Learn that employers look for particular qualities in their staff Understand that certain jobs require certain skills and qualities regardless of gender. | To ensure pupils understand the skills they are developing through subjects. Pupils identify the ways of developing their skills. Understand the meaning of qualities that employers are looking for. Can decide whether something is a skill or a quality. Can associate three skills and qualities with a particular career. Can identify particular careers from the skills and | Lesson booklet | SD (4) CM (12) | GB1 GB3 GB4 |

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| | | | <p>qualities required.</p> <p>Understand that qualities and skills are the requirements for jobs not gender.</p> | | | |
| 4 | Skills, Qualities and Work | <p>Learn about the qualifications and routes available including vocational and academic options.</p> <p>Recognise that there is an important link between qualifications, skills, qualities, and interests in choosing a career.</p> <p>Understand that Key Stage 4 options have an affect on later career decisions.</p> <p>Recognise that in judging others' attitudes to work, others (employers) will judge them.</p> | <p>Understand that personal attributes such as skills and qualities are an integral part of developing a successful career and that stereotypical expectations do not.</p> <p>Understand the options available at 14 and the post 16 routes of progression including vocational and academic qualifications</p> <p>Recognise that there is a link between qualifications, skills, qualities and interests in deciding on right career choice and options at Key Stage 4.</p> | Lesson booklet | <p>SD (4)</p> <p>SD (5)</p> <p>CE (6)</p> <p>CE (7)</p> <p>CE (9)</p> <p>CE (11)</p> <p>CM (15)</p> | <p>GB1</p> <p>GB3</p> <p>GB4</p> |
| 5 | Interview Contrasts | <p>Learn that interest, skills, qualities, qualifications and a positive attitude are important factors of employability.</p> <p>Evaluate the performance of the three candidates and identified their strengths and weakness, and their approach to employment.</p> <p>Recognise that there are skills that employers are looking for such as being a team-player.</p> <p>Learn about the preparation for an interview.</p> | <p>Understand that work is more than paid employment</p> <p>Develop an awareness of what is expected of them regarding their attitudes to learning, work and equal opportunity</p> <p>Recognise that transferable skills and a positive attitudes to work to promote employability</p> | <p>Lesson booklet</p> <p>Video</p> | <p>SD (5)</p> <p>CE (7)</p> <p>CM (14)</p> <p>SD (2)</p> | <p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p> |
| 6 | KS4 Decisions and pathways | <p>Understand the relevance of usefulness of their core and optional subjects.</p> <p>Understand the range of core and optional subjects available to them next year.</p> <p>Explore the links between investing in their own learning at school and the jobs they will be able to get in the future.</p> <p>Understand the importance of having accurate and relevant information when making a decision.</p> | <p>Awareness of the career relevance and usefulness of their KS4 core and optional subjects.</p> <p>Understand the range of core and optional subjects available to them next year.</p> <p>Explore the links between investing in their own learning at school and the jobs they will be able to get in the future.</p> <p>Understand the importance of having accurate and relevant information when making a decision.</p> | <p>Lesson booklet</p> <p>Worksheets</p> | <p>CE (11)</p> <p>CM (12)</p> <p>CM (15)</p> | <p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p> |

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| 7 | Apprenticeships and labour market | <p>Explain what following an apprenticeship means.</p> <p>Recognise the main occupational areas covered by apprenticeships.</p> <p>Developed an awareness of the labour market, what it is and what some of the common Labour Market Information terms mean.</p> <p>Related LMI (Labour Market Information) to their knowledge of local employment to judge the local employment scene.</p> <p>Understood the use of Labour Market information and that statistics change each year.</p> | <p>Understand what following an apprenticeship entails.</p> <p>Awareness of the main occupational areas covered by Apprenticeships.</p> <p>Learnt what is meant by the 'Labour Market' and its importance in planning and development.</p> | Lesson booklet | CE (6) | <p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p> |
| 8 | Differences between work and school | <p>Recognise some of the differences and similarities between work and school.</p> <p>Considered their response to a range of possible difficult situations that could arise when undertaking a work experience placement, and gained advice in dealing with them.</p> | <p>Realise that there are differences and similarities between work and school.</p> <p>Understand that some situations may occur during the work experience that the young person may find difficult to deal with.</p> | Lesson booklet | CE (6) | <p>GB1</p> <p>GB3</p> |
| 9 | Challenging stereotypes | <p>Recognise that they can be affected by stereotypical images and expectations.</p> <p>Learnt not to presume stereotypical roles of people at work.</p> <p>Discussed the reasons why stereotyping exists and considered their opinion on whether a person is entitled to follow the career path of their choice.</p> <p>Discussed the issue of job titles that have a 'male' or 'female' element and considered alternative titles to remove any reference to gender.</p> <p>Considered jobs they would like to do and those they would not like to do, and judged whether there are any gender issues related to these choices.</p> | <p>Understand why it is important to combat stereotyping and discrimination.</p> <p>Assess and challenge their own attitudes towards stereotypical issues relating to occupations.</p> <p>Recognise that a person's skills and qualities are important in doing a job irrespective of their sex.</p> | <p>Lesson booklet</p> <p>Worksheets</p> | <p>SD (4)</p> <p>SD (5)</p> <p>CE (6)</p> | <p>GB1</p> <p>GB2</p> <p>GB3</p> |
| 10 | Economic well being | <p>Awareness of the cost of living and that employment is linked to lifestyle.</p> <p>Understand the meaning of <i>economic</i> and <i>well-being</i>.</p> | <p>Awareness of the meaning of economic well-being.</p> <p>Recognise that there is a cycle of economic well-being linking qualifications, employment, life-long</p> | <p>Lesson booklet</p> <p>Food cards</p> | | <p>GB1</p> <p>GB3</p> |

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| | | Recognise that qualifications lead to increased employment opportunities. | learning and lifestyle and aspiration. | Scenarios | | |
| 11 | Opening a bank account | <p>Complete a money skills quiz.</p> <p>Compare their attitude to money with others in the class.</p> <p>Understand the different types of bank accounts and the range of features available.</p> <p>Recall some of the key terms associated with bank accounts.</p> <p>Complete a sample application form and be aware of the process of opening an account.</p> | <p>Complete a money skills quiz.</p> <p>Compare their attitude to money with others in the class.</p> <p>Understand the different types of bank accounts and the range of features available.</p> <p>Recall some of the key terms associated with bank accounts.</p> <p>Complete a sample application form and be aware of the process of opening an account.</p> | Worksheets | | <p>GB1</p> <p>GB3</p> |
| 12 | Bank statements and budgeting | <p>Understand more about how they manage their money as an individual.</p> <p>Understand that their attitude to money now can affect what they are able to do in the future.</p> <p>Understand the difference between income and expenditure.</p> <p>Be aware of different strategies that can be used to make budgets balance.</p> <p>Complete a sample budget and consider the results.</p> <p>Reflect on their own spending patterns. Understand the information contained in bank accounts. Understand why it is important to check their statements regularly.</p> | <p>Understand more about how they manage their money as an individual.</p> <p>Understand that their attitude to money now can affect what they are able to do in the future.</p> <p>Understand the difference between income and expenditure.</p> <p>Be aware of different strategies that can be used to make budgets balance.</p> <p>Complete a sample budget and consider the results.</p> <p>Reflect on their own spending patterns. Understand the information contained in bank accounts.</p> <p>Understand why it is important to check their statements regularly.</p> | Worksheets | | <p>GB1</p> <p>GB3</p> |