

YEAR 11 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

Cross curricular

<u>SEN</u> The teacher is responsible for the modifications and differentiation.	<u>Literacy</u> Vocabulary: work experience, assessment, health and safety, debriefing, school, college, qualifications, A levels, advanced, apprenticeships, employment, net pay, gross pay, credit, debit, loans, physical, intellectual, emotional, social, development, employability Writing: Written paragraphs (review of work experience) Listening: Post 16 options talk Speaking – group and class discussion	<u>CEG and WRL</u> see matrix	<u>A & T</u> The teacher is responsible for differentiation within the lesson.	<u>PHSE</u> This unit links with aspects of KS4 PHSE. <u>1. Developing confidence and responsibility and making the most of their abilities</u> a. To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals. b. To have a sense of their own
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<p><u>ICT</u></p> <p>Students encouraged to use the Internet to research careers, bank information and services, cost of food items.</p>	<p><u>SMSC</u></p> <p>see matrix</p>	<p><u>Numeracy</u></p> <p>Calculation of gross and net pay</p>	<p><u>Citizenship</u></p> <p>This unit covers aspects of:</p> <p>KS4 Citizenship Programme of Study</p> <p><u>Informed Citizens:</u> (e) How the economy functions, including the role of business and financial services.</p> <p><u>Skills of Participation and Responsible Action:</u> c. Contribute to group and exploratory discussions, and take part in formal debates.</p>	<p>identity and present themselves confidently in a range of situations.</p> <p>c. To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience.</p> <p>d. To recognise influences, pressures and sources of help and respond to them appropriately.</p> <p>e. To use a range of financial tools and services, including budgeting and saving, in managing personal money.</p> <p>f. About the options open to them post-16, including employment and continuing education and training, and about their financial implications</p> <p><u>3. Developing good relationships and respecting the differences between people</u></p> <p>d. To work co-operatively with a range of people who are different from themselves.</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	
1	Work Experience Evaluation/Career Action Plan	<p>Complete a self-review of their work experience.</p> <p>Discuss and considered their own experiences in relation to others'.</p> <p>Reflect on the range of duties, activities or tasks that they were given to do during the placement.</p> <p>Consider the impact of their work experience on their career aspirations.</p> <p>Identify the skills that they developed during the placement, including Key Skills, Employability Skills and practical.</p>	<p>Take part in a debriefing activity</p> <p>Review their feelings about their placement</p> <p>Given and receive constructive feedback</p>	<p>Work Experience Evaluation</p> <p>Work Experience Skills Evaluation</p> <p>Discussion cards</p>	<p>SD (2)</p> <p>SD (3)</p> <p>SD (4)</p> <p>SD (5)</p> <p>CE (10)</p> <p>CM (17)</p>	<p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB5</p> <p>GB6</p>
2	CV writing	<p>Identify the information that should go on to a CV</p> <p>Produce a CV using a template</p>	<p>Translate and relate their own personal experience into skills that could be written down on a CV</p> <p>Interpret what recruiters are looking for into an everyday context.</p>	<p>CV Template</p>	<p>CM (15)</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB5</p>
3	Payslips	<p>Be able to explain why some jobs are paid more than others</p> <p>Be aware of the things your payslip can tell you</p>	<p>Understand a range of financial terms associated with pay and payslips</p>	<p>Powerpoint Presentation</p> <p>Quiz sheet</p>	<p>Cm (14)</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p>
4	Post 16 Options	<p>Learn about the options available post 16.</p> <p>Become aware of the different Sixth Form Schools and Colleges in the local area.</p> <p>Recognise the difference between vocational and academic courses.</p> <p>Realise that there are different qualifications and</p>	<p>Understand the different learning options and the qualification routes available post 16.</p> <p>Recognise the difference between vocational and academic course.</p> <p>Recognise that there are advantages and disadvantages choosing particular</p>		<p>CE (7)</p> <p>CE (9)</p> <p>CE (11)</p> <p>CM (13)</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB7</p>

		<p>routes that are available in order to reach their goal.</p> <p>Recognise that there are advantages and disadvantages between attending School Sixth Forms and FE colleges.</p> <p>Learn about the range of apprenticeships.</p> <p>Understand the need for different levels of apprenticeship.</p> <p>Consider the range of occupational apprenticeships available in the area.</p> <p>Recognise the advantages of an apprenticeship.</p>	<p>further education options.</p> <p>Understand that help and support is available for continuing education.</p> <p>Think about themselves in relation to the options available.</p> <p>Realise the validity of vocational work based training and learning as a way of progression.</p> <p>Awareness of the range of apprenticeships available.</p>			
5	Apprenticeships	<p>Recognise the difference between vocational and academic course.</p> <p>Recognise that there are advantages and disadvantages choosing particular further education options.</p> <p>Understand that help and support is available for continuing education.</p> <p>Think about themselves in relation to the options available.</p> <p>Realise the validity of vocational work based training and learning as a way of progression.</p> <p>Awareness of the range of apprenticeships available.</p>	<p>Learn about the options available in HE</p> <p>Realise that there are different qualifications and routes that are available in order to reach their goal.</p> <p>Understand that help and support is available for continuing education.</p> <p>Think about themselves in relation to the options available.</p> <p>Learn about the options available post 16.</p> <p>Recognise the difference between vocational and academic courses.</p> <p>Realise that there are different qualifications and routes that are available in order to reach their goal.</p> <p>Recognise that there are advantages and disadvantages between attending School Sixth Forms and FE colleges and</p>		<p>CE (7)</p> <p>CE (9)</p> <p>CE (11)</p> <p>CM (13)</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB7</p>

			<p>Apprenticeships</p> <p>Learn about the range of apprenticeships.</p> <p>Understand the need for different levels of apprenticeship.</p> <p>Consider the range of occupational apprenticeships available in the area.</p> <p>Recognise the advantages of an apprenticeship.</p>			
6	References	<p>To know what a reference request looks like.</p> <p>To understand what information employers are wanting.</p> <p>To be able to describe their own progress towards a reference</p>	<p>Using a selection of references identify what information employers are looking for.</p> <p>Identify their own progress by using Employer Assessment Form</p>	Selected references from a variety of organisations	<p>SD (1)</p> <p>SD (3)</p> <p>CM (11)</p>	<p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p>
7 & 8	Application Forms	<p>Identify and explain five 'do's' and 'don't's' in completing application forms</p> <p>Complete a selection of mock application forms both written and online</p>	<p>Identify and explain five 'do's' and 'don'ts' in completing application forms</p> <p>Completed a selection of mock applications both written and online</p>	<p>Do's and Don'ts sheet</p> <p>Application forms</p> <p>ICT</p>	<p>CM (15)</p> <p>CM (16)</p>	<p>GB1</p> <p>GB2</p> <p>GB3</p> <p>GB4</p>