

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

Personal Development Links

Citizenship

Skills of Enquiry:

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

PHSE

Confidence and Responsibility

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

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

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	KS3 National Framework	Gatsby Bench mark
9.2 T		Qualities and Career	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 qualities required. Understand that qualities and skills are the requirements for jobs not gender 	Year 9 Booklets	<p>Be able to identify the difference between a skill and a quality.</p> <p>Think of a job, and identify the skills and qualities that they think are required for this occupation</p> <p>Pupils then have to match a description of skills and qualities with an occupation</p>	<p>Growth throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>See the big picture</p> <p>a. being aware of a range of different media, information sources and viewpoints</p> <p>b. being aware</p>	1 2

							<p>that there are trends in local and national labour markets</p> <p>c. being aware that trends in technology and science have implications for career</p> <p>e. being aware of the relationship between career, community and society</p> <p>f. being aware of the relationship between career, politics and the economy</p> <p>Manage careers</p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p>	
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench mark
9.3 T	Decision making	Employability Skills	Employability Matching skills	<p>Understand what skills an employer is looking for in an employee</p> <p>To understand the definition of employability skills.</p> <p>To understand how you can develop these skills in other aspects of your life</p>	Year 9 Booklet	<p>Students complete key words to statements</p> <p>To understand the definition of employability skills</p> <p>To carry out a personal skills audit</p> <p>To understand how you can develop these skills in other aspects of your life</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p>	1 2

						Completed skills development worksheet and explain how they could be used in other areas of life	<p>c. being willing to challenge themselves and try new things</p> <p>Manage Career</p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware that different jobs and careers bring different challenges and rewards</p>	
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench mark
9.4 T	Decision-making	Skills, Qualities/ Bentridges	Understand the options available at 14 and the post 16 routes of progression including vocational and academic qualifications Recognised that there is a link between qualifications, skills, qualities and interests in deciding on right career choice and options at Key Stage 4.	Learnt about the qualifications and routes available including vocational and academic options. Recognised that there is an important link between qualifications, skills, qualities, and interests in choosing a career. Understood that Key Stage 4 options have an affect on later career decisions. Recognised that in judging others' attitudes to work, others (employers) will judge them	Year 9 Booklet	Be able to explain the routes available to pupils. Explain what a degree and higher degree is,, and the meaning of the abbreviations – B.Sc. Complete questions based on the chart to test if they have taken it in. Use the back of the booklet to write down the answers. Give the answers at the end – they can mark their	Grow throughout life b. being aware that learning, skills and qualifications are important for career c. being willing to challenge themselves and try new things d. recording achievements e. being aware of heritage, identity	1 2

					<p>own to see how they did. Ask for a show of hands to see the result.</p>	<p>and values</p> <p>See the big picture</p> <p>b. being aware that there are trends in local and national labour markets</p> <p>e. being aware of the relationship between career, community and society</p> <p>f. being aware of the relationship between career, politics and the economy</p> <p>Explore possibilities</p> <p>a. being aware of the range of possible jobs</p> <p>b. identifying common sources of information about the labour market education system</p> <p>c. being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>d. being aware that many jobs require learning, skills and minimum qualifications</p> <p>e. being aware of the range of different sectors and organisations where they can work</p>	
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							<p>f. being aware of the range of ways that organisations undertake recruitment and selection</p> <p>Create opportunities</p> <p>a. developing friendships and relationships with others</p> <p>b. being aware that it is important to take initiative in their learning and life</p> <p>c. being aware that building a career will require them to be imaginative and flexible</p> <p>d. developing the ability to communicate their needs and wants</p> <p>Balance life and work</p> <p>f. being aware of rights and responsibilities in the workplace and in society</p> <p>g. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench mark
9.5		NHS Jobs	To know more about the jobs in	To know more about the jobs in	Year 9	Student complete Danny;s	Explore possibilities	1

T			<p>the health sector</p> <p>To explore a range of occupations</p> <p>To know a lot more about the options</p> <p>To understand how to improve your chance of a career in health</p>	<p>the health sector</p> <p>To explore a range of occupations</p> <p>To know a lot more about the options</p> <p>To understand how to improve your chance of a career in health</p>	Booklet and NHS Ppt	Journey worksheet and the job roles/staff within the NHS he may come into contact with	<p>a. being aware of the range of possible jobs</p> <p>d. being aware that many jobs require learning, skills and minimum qualifications</p> <p>e. being aware of the range of different sectors and organisations where they can work</p> <p>f. being aware of the range of ways that organisations undertake recruitment and selection Grow throughout life</p> <p>b. being aware that learning, skills and qualifications are important for career</p>	2
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Benchmark
9.7 T	Decision-making	Making Up Your Own Mind	<p>Identify decisions that they make in the course of a week.</p> <p>Complete a questionnaire in which pupils are able to receive feedback about the current approach to decision-making</p> <p>Assess whether the feedback is a true reflection of themselves</p>	<p>Recognise the importance of decision-making.</p> <p>Realise the difference between making a regular everyday decision and a major decision.</p> <p>Explore the influences affecting their decision-making.</p> <p>Assess the quality and reliability of influences.</p> <p>Judge their own decision-making.</p>	Year 9 Booklet	<p>Complete questions about making regular decisions and can recognise that these decisions are not difficult.</p> <p>Identify 3 important decisions that they will make in the future.</p> <p>Identify the KS4 subject choice decision that they will make in the course of the term.</p> <p>Complete the questionnaire by circling the answers that apply to them.</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p>	1 2

No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Benchmarks
9.7 T	Decision-making	Decision-making Styles	<p>Identify the ways in which they usually make decisions.</p> <p>Rate seven different styles of decision-making in relation to choosing KS4 subjects.</p> <p>Identify the most effective ways of making subject choice.</p> <p>Identify good and bad reasons for choosing a particular subject.</p>	<p>Examine their own decision-making styles.</p> <p>Realise that we use different decision-making styles for different situations</p> <p>Judge how useful different styles are in making decisions about KS 4 subject choice.</p> <p>Recognise the good and bad reasons for choosing a particular subject and that sound decision-making is based on balanced choices.</p>	Year 9 Booklet	<p>Record results on the results chart and can assess whether the feedback is a true reflection of them.</p> <p>Complete the tick chart to show which decision-making styles they use.</p> <p>Identify that they use a range of decision-making styles depending on the situation.</p> <p>Rate seven decision-making styles and are able to discern two that would be suitable for making the decision about KS4 subject choice.</p> <p>Can recognise good and bad reasons to choose a KS4 subject.</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>Create opportunities</p> <p>1 b. being aware that it is important to take initiative in their learning and life</p> <p>c. being aware that building a career will require them to be imaginative and flexible</p> <p>d. developing the ability to communicate their needs and wants</p> <p>e. being able to identify a role model and being aware of the value of leadership</p>	1 2

							<p>Manage Career</p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p>	
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench marks
9.8 T	Decision-making	5 Logical Steps	<p>Understood the stages in decision-making.</p> <p>Realised that an important decision is one that involves others</p>	<p>Understood the stages in decision-making.</p> <p>Realised that an important decision is one that involves others</p>	Year 9 Booklet	<p>Learnt about the Five Logical Steps to effective decision-making.</p> <p>Identified the sources of information from a set text, and recognised the Five Logical Steps within a context.</p> <p>Sorted the KS4 subject choice decision-making steps into the order of the Five Logical Steps.</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>Create opportunities</p> <p>b. being aware that it is important to take initiative in their learning and life</p> <p>c. being aware that building a career will require them to be imaginative and flexible</p> <p>d. developing the ability to communicate their needs and wants</p>	1 2

							<p>e. being able to identify a role model and being aware of the value of leadership</p> <p>Manage Career</p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p>	
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No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench marks
9.9 T	Decision-making	Bank Accounts	<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>Discuss 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>	Year 9 Booklet	<p>Recall some of the key terms associated with bank accounts.</p> <p>Completed Application Form</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>Manage Career</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware</p>	1 2

							that different jobs and careers bring different challenges and rewards	
							<p>Balance life and work</p> <p>c. being aware of money and that individuals and families have to actively manage their finances</p>	

No	Unit	Title	Purpose Objectives	Learning Outcomes	Resources	Evaluation	KS3 National Framework	Gatsby Bench marks
9.10 T	Decision-making	Bank Statements	<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>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.</p> <p>Understand the information contained in bank accounts</p> <p>Understand why it is important to check their statements regularly.</p>	Year 9 Booklet	<p>Completed a sample budget and consider the results</p> <p>Reflected on their own spending</p>	<p>Grow throughout life</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>Manage Career</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware that different jobs and careers bring different challenges and rewards</p>	1 2

							Balance life and work c. being aware of money and that individuals and families have to actively manage their finances	
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