

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.

<u>SEN</u> The teacher is responsible for the modifications and differentiation.	<u>Literacy</u> Vocabulary: Employability, Further and Higher Education, stereotyping, employer liability, public liability, mandatory, part time work , full time, temporary, seasonal, Reading: Letters to parents, Connexions pamphlets, Writing: Completing an application form and writing a letter of application, evaluating two letters of application in terms of content, presentation and grammar. Speaking: mock interviews, discussion work	<u>CEG and WRL</u> see matrix	<i>A & T</i> The teacher is responsible for differentiation within the lesson.	<u>PSHE</u> This unit links with aspects of KS4 PHSE <u>1. Developing confidence and responsibility and making the most of their abilities</u> d. To recognise influences, pressures and sources of help and respond to them appropriately. f. About the options open to them post-16, including employment and continuing education and training, and about their
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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	<p>Understand the purpose of A Career Action Plan</p> <p>To identify how to work out how to achieve what you want relating to school, work and life.</p>	Complete set questions and tasks associated with themselves, and their skills, qualities, goals and plans.	Year 10 Booklet	<p>Manage Career</p> <p>b. building their confidence and optimism about their future</p> <p>c. making plans and developing a pathway into their future</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p>
2 3.	Interview techniques (First impressions last	<p>Recall the stages in the process of obtaining a job.</p> <p>Describe and explain what candidates should do before an interview</p> <p>Identify positive and negative interview techniques relating to etiquette, body language and voice.</p> <p>Evaluate positive and negative interview techniques and justify reasons why.</p>	<p>Identify the stages in the process of obtaining a job.</p> <p>Identify, describe, explain and then evaluate positive and negative interview techniques relating to appearance, etiquette, body language and use of voice.</p>	<p>Year 10 Booklet</p> <p>DVD</p>	<p>Manage Career</p> <p>recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>Explore possibilities</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p> <p>e. researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes work and what they</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p>

					need to do to succeed in them	
4	Interview techniques (mock interview)	<p>Respond appropriately to questions asked in a mock interview situation</p> <p>Ask at least three appropriate questions of the interviewer in a mock interviewer situation</p> <p>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).</p>	<p>Successfully answer at least six questions in a mock interview situation.</p> <p>Ask at least three appropriate questions to the interviewer in a mock interview situation.</p> <p>Identify three important criteria which might be applied in shortlisting or making appointments and describe why each of the identified criteria is important</p>	Year 10 Booklet	<p>Manage Career</p> <p>a. recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>Explore possibilities</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p> <p>e. researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p>
5	21 st Century Careers	Recognise that there are many job roles within various job sectors, particularly in the local labour market.	<p>Identify 2 jobs in each sector.</p> <p>Describe what qualifications are required for the job role and describe the daily tasks of each employee.</p>	<p>Year 10 Booklet</p> <p>DVD</p>	<p>Grow throughout life</p> <p>a. being aware of the range of possible</p>	<p>GB1</p> <p>GB2</p>

					<p>jobs</p> <p>Explore possibilities</p> <p>a. considering what jobs and roles are interesting</p> <p>b. researching the labour market and the education system</p> <p>c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>d. researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>e. researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>GB3</p> <p>GB4</p>
6	Work experience preparation lesson	<p>Recognise the benefits of work experience.</p> <p>Learn about employability skills – what employers want.</p>	<p>Recognise the benefits of work experience.</p> <p>Learn about the procedures involved in finding a work experience placement</p>	<p>Year 10 Booklet</p> <p>Letter to parents</p>	<p>See the big picture</p> <p>a. evaluating different media, information sources and</p>	<p>GB1</p> <p>GB2</p>

		<p>Identify preferences for work experience placements.</p> <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. Collated an information package for their parents.</p>	<p>Awareness of the administration involved in preparing for work experience.</p>	<p>Information sheet</p> <p>Parental Consent form</p> <p>Personal Placement form</p>	<p>viewpoints</p> <p>b. exploring local and national labour market trends</p> <p>c. exploring trends in technology and science</p> <p>d. exploring the relationship between career and the environment</p> <p>e. exploring the relationship between career, community and society</p> <p>f. exploring the relationship between career, politics and the economy</p> <p>Explore possibilities</p> <p>a. considering what jobs and roles are interesting</p> <p>b. researching the labour market and the education system</p> <p>e .researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes work and what they need to do to succeed in</p>	<p>GB3</p> <p>GB5</p> <p>GB6</p>
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					them	
7	Health and safety	Realise that health and safety rules are for the protection on employers and employees.	Know and understand that health and safety rules are in place for the protection of employers and employees.	Year 10 Booklets	Balance life and work	GB1
8		<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>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>British safety Council evidence sheets</p> <p>DVD</p>	<p>a. reflecting on the different ways in which people balance their work and life</p> <p>c. recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>d. recognising the role that they play in their family and community and considering how that might shape their career</p> <p>Balance life and work</p> <p>a. reflecting on the different ways in which people balance their work and life</p> <p>b. reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>c. recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>d. recognising the role that they play in their</p>	<p>GB3</p> <p>GB4</p> <p>GB5</p> <p>GB6</p>

					<p>family and community and considering how that might shape their career</p> <p>e. considering how they want to move through different life stages and manage different life roles</p> <p>f. developing knowledge of rights and responsibilities in the workplace and in society</p> <p>g. identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</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 signs.</p>	<p>Lesson booklet</p> <p>British safety Council evidence sheets.</p>	<p>Balance life and work</p> <p>a. reflecting on the different ways in which people balance their work and life</p> <p>b. reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>c. recognising the role that money and finances will play, in the decisions that they make and, in</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB5</p> <p>GB6</p>

					<p>their life and career</p> <p>d. recognising the role that they play in their family and community and considering how that might shape their career</p> <p>e. considering how they want to move through different life stages and manage different life roles</p> <p>f. developing knowledge of rights and responsibilities in the workplace and in society</p> <p>g. identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	
10	Work Experience Final Preparation Session	Ensure that students are fully prepared for WE and have all relevant documents		WE Documentation	<p>See the big picture</p> <p>evaluating different media, information sources and viewpoints</p> <p>Explore possibilities</p> <p>e. researching the range of workplaces and what it is like to work See the big picture (5,6)</p>	<p>GB1</p> <p>GB2</p> <p>GB3</p>

					<p>a. evaluating different media, information sources and viewpoints</p> <p>b. exploring local and national labour market trends</p> <p>c. exploring trends in technology and science</p> <p>d. exploring the relationship between career and the environment</p> <p>e. exploring the relationship between career, community and society</p> <p>f. exploring the relationship between career, politics and the economy</p>	
11	Work Experience Week				<p>See the big picture</p> <p>a. evaluating different media, information sources and viewpoints</p> <p>b. exploring local and national labour market trends</p> <p>c. exploring trends in technology and science</p> <p>d. exploring the relationship between</p>	<p>GB1</p> <p>GB3</p> <p>GB5</p> <p>GB6</p>

					<p>career and the environment</p> <p>e. exploring the relationship between career, community and society</p> <p>f. exploring the relationship between career, politics and the economy</p> <p>Explore possibilities</p> <p>a. considering what jobs and roles are interesting</p> <p>b. researching the labour market and the education system</p> <p>c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>d. researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>e. researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes</p>	
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					<p>work and what they need to do to succeed in them</p> <p>Manage Careers</p> <p>a in which people talk about career and reflecting on its meaning to them</p> <p>b building their confidence and optimism about their future</p> <p>c.making plans and developing a pathway into their future</p> <p>d. considering the risks and rewards associated with different pathways and career</p> <p>e. taking steps to achieve in their GCSEs and make a decision about their post-16 pathways</p> <p>f. thinking about how they deal with and learn from challenges and setbacks</p> <p>Create opportunities</p> <p>a. developing friendships and relationships and reflecting on their relationship to their</p>	
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					<p>career</p> <p>b. starting to take responsibility for making things happen in their career</p> <p>c. being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>d. being willing to speak up for themselves and others</p> <p>e. being able to discuss roles models and reflect on leadership</p>	
12	Work Experience Feedback Lesson	<p>To find out what skills and qualities students have used during WE.</p> <p>Understand business structure and jobs roles of the organization they have been working in</p>	<p>To complete the feedback booklet</p> <p>Discuss similarities and differences in a group of various jobs and organisations</p>	Feedback documentation	<p>Manage Career</p> <p>b. building their confidence and optimism about their future</p> <p>c. making plans and developing a pathway into their future</p> <p>d. considering the risks and rewards associated with different pathways and careers</p> <p>e. taking steps to achieve in their GCSEs and make a decision about their post-16</p>	<p>GB1</p> <p>GB3</p> <p>GB4</p> <p>GB5</p> <p>GB6</p>

					<p>pathway</p> <p>See the big picture</p> <p>c. exploring trends in technology and science</p> <p>d. exploring the relationship between career and the environment</p> <p>e. exploring the relationship between career, community and society</p> <p>f. exploring the relationship between career, politics and the economy</p> <p>Explore possibilities</p> <p>a. considering what jobs and roles are interesting</p> <p>b. researching the labour market and the education system</p> <p>c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>d. researching the learning and qualification requirements for jobs and careers that they</p>	
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					<p>are interested in</p> <p>f. researching how recruitment and selection processes work and what they need to do to succeed in them</p> <p>Create opportunities</p> <p>b. starting to take responsibility for making things happen in their career</p> <p>c. being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>e. being able to discuss roles models and reflect on leadership</p>	
13	Careers Course Evaluation			Booklet	<p>Grow throughout life</p> <p>d. reflecting on and recording achievements, experiences and learning</p> <p>e. considering what learning pathway they should pursue next</p> <p>f. reflecting on their heritage, identity and values</p>	

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