

## 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

<b><u>SEN</u></b>  The teacher is responsible for the modifications and differentiation.	<b><u>Literacy</u></b> 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	<b><u>CEG and WRL</u></b>  see matrix	<b><u>A &amp; T</u></b> The teacher is responsible for differentiation within the lesson.	<b><u>PHSE</u></b>  This unit links with aspects of KS4 PHSE.  <b><u>1. Developing confidence and responsibility and making the most of their abilities</u></b>  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><b><u>ICT</u></b></p> <p>Students encouraged to use the Internet to research careers, bank information and services, cost of food items.</p>	<p><b><u>SMSC</u></b></p> <p>see matrix</p>	<p><b><u>Numeracy</u></b></p> <p>Calculation of gross and net pay Budgeting</p>	<p><b><u>Citizenship</u></b></p> <p>This unit covers aspects of:</p> <p>KS4 Citizenship Programme of Study</p> <p><b><u>Informed Citizens:</u></b> (e) How the economy functions, including the role of business and financial services.</p> <p><b><u>Skills of Participation and Responsible Action:</u></b> 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><b><u>3. Developing good relationships and respecting the differences between people</u></b></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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Lesson	Title	Learning Objectives	Learning Outcomes	Resources	KS4 CDI Framework	Gatsby Benchmarks
1	Careers Action Plan	Complete a self -review of goals and plans for the future	Understood how to plan for the future	CIAG Booklet/websites	<p><b>Grow throughout life</b></p> <ul style="list-style-type: none"> <li>b. positively engaging in learning and taking action to achieve good outcomes</li> <li>d. reflecting on and recording achievements, experiences and learning</li> <li>e. considering what learning pathway they should pursue next</li> </ul> <p><b>Explore possibilities</b></p> <ul style="list-style-type: none"> <li>a. considering what jobs and roles are interesting</li> <li>b.researching the labour market and the education system</li> <li>c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>d. researching the</li> </ul>	1 2

					<p>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>	
1b	Work Experience Evaluation	<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><b>Grow throughout life</b></p> <p>b. positively engaging in learning and taking action to achieve good outcomes</p> <p>d. reflecting on and recording achievements, experiences and learning</p> <p>e. considering what learning pathway they should pursue next</p> <p><b>Explore possibilities</b></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</p>	6

					<p>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>	
2/3	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>	CV Template	<p><b>Manage career</b></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 pathway</p>	3

4	Budget Battles	To develop students understanding of budgeting and make them aware of the financial implications of their personal choices	<ul style="list-style-type: none"> <li>- Completed budgets for particular characters</li> <li>- Made suggestions when unexpected events occur</li> <li>- Suggested sacrifices that can be made to save up for expensive items</li> <li>- Considered strategies to pay for planned and unexpected expenditure</li> </ul>	CIAG booklet –  Budgeting sheets	<b>Balance life and work</b>  c. recognising the role that money and finances will play, in the decisions that they make and, in their life and career	1  4
5	Payslips	Explain financial terms associated with finance and payslips	Understand a range of financial terms associated with pay and payslips	Powerpoint  CIAG Booklet  Presentation  Quiz sheet	<b>Balance life and work</b>  c. recognising the role that money and finances will play, in the decisions that they make and, in their life and career	4
6	Post 16 Options	Learn about the options available post 16.  Become aware of the different Sixth Form Schools and Colleges in the local area.  Recognise the difference between vocational and academic courses.  Realise that there are different qualifications and routes that are available in order to reach their goal.  Recognise that there are advantages and disadvantages between attending School Sixth Forms and FE colleges.  Learn about the range of apprenticeships.  Understand the need for different levels of	Understand the different learning options and the qualification routes available post 16.  Recognise the difference between vocational and academic course.  Recognise that there are advantages and disadvantages choosing particular further education options.  Understand that help and support is available for continuing education.  Think about themselves in relation to the options available.  Realise the validity of vocational	Presentation	<b>Grow throughout life</b>  a. responding positively to help, support and feedback  b. positively engaging in learning and taking action to achieve good outcomes  c. recognising the value of challenging themselves and trying new things  d. reflecting on and recording achievements,	3  7

		<p>apprenticeship.</p> <p>Consider the range of occupational apprenticeships available in the area.</p> <p>Recognise the advantages of an apprenticeship.</p>	<p>work based training and learning as a way of progression.</p> <p>Awareness of the range of apprenticeships available.</p>		<p>experiences and learning</p> <p><b>Managing career</b></p> <p>e. considering what learning pathway they should pursue next</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 pathway</p> <p><b>Create opportunities</b></p> <p>a. developing friendships and relationships and reflecting on their relationship to their career</p> <p>b. starting to take responsibility for making things happen</p>	
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					<p>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> <p>f. researching entrepreneurialism and self-employment</p>	
7	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><b>Explore possibilities</b></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</p>	<p>3</p> <p>7</p> <p>1</p> <p>4</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 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>		<p>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><b>Manage Career</b></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 pathway</p> <p><b>Create opportunities</b></p> <p>b. starting to take responsibility for making things happen in their career</p>	
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					<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>	
8	Life in Sixth Form	Understand the life of St Anthony's and St Aidan's Sixth Form	Understand the learning opportunities available in Sixth Form	<p>Powerpoint</p> <p>Visit to Sixth Form</p>	<p><b>Create opportunities</b></p> <p>a. developing friendships and relationships and reflecting on their relationship to their 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>	7

9	Sixth Form Application	Understand St Anthony's & Aidan's 6 <sup>th</sup> Form Application	Complete 6 <sup>th</sup> Form Application online	Computers	<p><b>Explore possibilities</b></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>	7
10	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><b>Explore possibilities</b></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><b>Managing career</b></p> <p>b. building their confidence and</p>	7

					<p>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 pathway</p>	
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