

## Scheme of Learning

**Year Group** – Y10

**Unit Overview** – Living in the Wider World

**Student will know:**

- How to prepare for work experience
- The importance of career choices

**Student should be able to:**

**Adapt to suit the needs of class. Additional resources should be placed in the folder on the staff area to share good practice and continue to refine SOL**



Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Resources	Key Vocabulary (Tier 3)
1	<p><b>Preparing for work experience</b></p> <p><b>Learning Outcomes:</b></p> <p>Correctly identify some basic Dos and Don'ts for your work experience placement.</p> <p>Describe how you can use the work experience hints and tips in your chosen place of work.</p> <p>Explain why it is important to use common sense, not make assumptions and always be professional on work experience placements.</p>	<p><b>Starter (information on PP)</b></p> <p><b>1:</b> Prioritise what you hope to gain from work experience from the options below (on PP)</p> <p><b>2:</b> Explain why you have picked your top and bottom choice.</p> <p><b>3:</b> Analyse what is missing from the options – what else do you hope to achieve?</p> <p><b>Task one</b> Students complete the table (PP slide 3, also on handout)</p> <p><b>Task two (clip link on PP slide 4)</b> Students watch video clip and answer the questions.</p> <p><b>Task three (using case studies provided)</b> Students read the accounts of previous work experience students, then answer the questions.</p> <p><b>Plenary</b> Create a script for your own 2-minute long '5 top tips V-log' (like the one you saw earlier), from everything you've learned about work experience today.</p>	<p>Task explanations differentiated.</p> <p>Range of different tasks pitched at different levels.</p> <p>Support sheets available for students where needed.</p>	<p>Use of LOTS and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p><b>Work experience</b> – your two or one week placement at the company/business/institution of your choice which will enable you to gain real life experience in your chosen career path.</p>

<p>2</p>	<p><b>The right career for me</b></p> <p><b>Learning Outcomes:</b></p> <p>Identify how we can research careers successfully and create an action plan to find the right career to suit you.</p> <p>Describe in detail how you will take each step on your action plan and what you hope to achieve at each stage.</p> <p>Explain what you will do if you discover the career you were originally planning for isn't suited to your personality and qualifications. Evaluate the most important factors to take into account when choosing a career.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>1:</b> What would your dream job be, do you think?</p> <p><b>2:</b> How can you be certain you would enjoy a particular career? What makes a person suitable for a job and visa versa?</p> <p><b>3:</b> Explain why it is important we take careers sessions seriously at school and make the most of the opportunities we have to explore our options. Why might Jess have spent six years at the bank?</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>1:</b> With a partner, mind map five ways you could begin to find a career that's right for you.</p> <p><b>2:</b> Describe how you would set about doing each of these.</p> <p><b>3:</b> What if you discover the career you thought you wanted isn't suited to your personality and qualifications? What would be your next move and why?</p> <p><b>Task four</b></p> <p><b>1:</b> Using your info sheet, clip task, mind map and class ideas, create a six step action plan to</p>	<p>Task explanations differentiated.</p> <p>Range of different tasks pitched at different levels.</p> <p>Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p><b>Career</b> – an occupation undertaken for a significant period of a person's life and with opportunities for progress.</p> <p><b>Job</b> – a paid position of employment, not necessarily a part of or leading to a career. This could be taken up alongside training for a career.</p> <p><b>Vocation</b> – a strong feeling of suitability for a particular career or occupation, like a 'calling'. If your career is a vocation it could be the main focus of your whole life, for example, if you became a headteacher.</p>
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		<p>start the journey of finding the right career for you.</p> <p>2: Describe what you hope to achieve from each step of the action plan.</p> <p>3: Explain what you will do at each point if you discover the career of your choice is not for you. How will you get back on track? (P.S expect this to happen a few times – it's not a setback, it's a step on the way).</p> <p><b>Plenary</b>  “Technology is changing all the time; we can't predict the jobs of the future. Therefore, we shouldn't worry too much about planning our careers.”  To what extent do you agree with this statement?  Complete your literacy focus sheet and be prepared to feedback your ideas in ten minutes.</p>				
3	<p><b>Employability skills: CV</b></p> <p><b>Learning Outcomes:</b></p> <p>Correctly identify what makes an excellent and what makes a poor CV.</p> <p>Describe what employers are looking for in a CV and how we can get our best</p>	<p><b>Starter</b></p> <p>1: Write down what you think is meant by the term 'curriculum vitae'.</p> <p>2: Describe three things you think an employer would look for on a CV.</p> <p>3: Explain two reasons why a CV may get overlooked or thrown away compared to successful candidates'.</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p><b>Curriculum Vitae – literally</b> meaning 'an account of one's life', this essential document is a potential employers first impression of you on paper, summing up your education, skills and work experience to date.</p>

	<p>qualities across on paper.</p> <p><b>Mega challenging:</b> Explain using case studies why some CVs would be picked over others for consideration by putting yourself in the position of the employer.</p>	<p><b>Task one (clip link on PP slide 3)</b> Watch video clip and complete the table as shown on slide 3.</p> <p><b>Task two (using example CVs provided)</b>  <b>1:</b> Identify three positives and three things that could be improved to each of the CVs. Now rank them in order of how useful they are to you as an employer. Who will you invite for an interview and why?  <b>2:</b> Describe three ways your successful candidate has put their qualities across well. What makes you want to employ them?  <b>3:</b> As for mega, but also compare each of the CVs, analysing the main issues the poorer ones face to improve their CVs.</p> <p><b>Task three</b> Students to write their own CV using guide on PP slide 5.</p> <p><b>Plenary</b> Your friend Dave has missed today's lesson. Send Dave a text summarising the most important things he's missed about CV writing. You've only got room for three things!</p>				
4	<p><b>Careers in STEM</b></p> <p><b>Learning outcomes:</b></p>	<p><b>Starter (scenario on PP):</b>  <b>1:</b> What advice would you give to Rio?  <b>2:</b> What kind of jobs could Rio end up in, depending on which of his subjects he takes at college?</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels.</p>	<p>Use of LOTS and HOTs questioning.  Completion and quality of work.  Class discussions</p>	<p>Work saved on the shared area.  All sheets saved on the shared area.</p>	<p><b>STEM</b> – Science, Technology, Engineering and Maths.</p> <p><b>Gendered Careers</b> – the out-dated idea that</p>

	<p>Correctly identify and describe the benefits of pursuing a career in the STEM industries.</p> <p>Explain the STEM industries are great for women and why you should consider more than the starting salaries when considering career options.</p> <p>Explain why more women should take up engineering, how it can be a great career for males or females. Analyse what makes a career a 'rewarding' one.</p>	<p><b>3:</b> Explain why Rio has lucrative and fulfilling opportunities ahead when it comes to choosing a career path.</p> <p><b>Task one (video clip link on PP slide 3)</b> Watch video clip and answer questions.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three (using handout provided)</b> Students to read the information on the handout and answer the questions.</p> <p><b>Task four</b> <b>1:</b> Create an information board to describe six benefits of a career in STEM industries, focusing on: interesting areas of day to day work, career prospects, salary and job satisfaction. <b>2:</b> As above, but focus on why more females need to pursue careers in STEM industries, using the graphs and articles to explain why STEM careers are great for women. <b>3:</b> tackling misconceptions that females may have about working in STEM industries and why engineering can be a great career for any gender.</p> <p><b>Plenary</b></p>	<p>Support sheets available for students where needed.</p>			<p>somehow certain professions are better suited a particular gender</p> <p><b>Foundation Subjects –</b> English, Science and Maths</p> <p><b>Engineering</b> - the branch of science and technology concerned with the design, building, and use of engines, machines, and structures.</p>
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		Complete your literacy focus task. Be prepared to feedback and justify your ideas to the class.				
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