

## Scheme of Learning

**Year Group** – Y11

**Unit Overview** – living in the wider world

**Student will know:**

- The importance of career choices
- Identify potential college places/courses

**Student should be able to:**

- Be confident when discussing choices
- Be able to identify potential career pathways
- Research a number of different pathways

**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**



# Year11

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>GCSE revision and study skills</b></p> <p><b>I can::</b></p> <p>Correctly identify ways we can successfully revise and prepare for our exams</p> <p>Explain why the preparation techniques work and how we can successfully apply them to our lives.</p> <p>Create examples using the techniques, applying our learning in a variety of subjects.</p>	<p><b>Starter (images on PP)</b></p> <p><b>1:</b> What revision methods can you see in these pictures?</p> <p><b>2:</b> Order the revision methods in terms of effectiveness in your opinion. Be prepared to justify your ideas to the class.</p> <p><b>3:</b> Are there any important revision methods missing? Explain any others you can think of and why they are important.</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>Students read each of the case studies in pairs and answer the questions.</p> <p>Review using PP slides 5-7.</p> <p><b>Plenary</b></p> <p>Revision strategies – embrace or avoid? Draw out and complete three more on each side of the table from today's lesson.</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>Consolidation</b> – when your brain takes the information you have learned and makes a medium term imprint when you are doing something else. This makes you able to recall the information.</p> <p><b>Application</b> – when you apply the info you have learned. This is the only way you can help your brain with consolidation through revision. We will look at practical ways to apply learning today.</p>
2	<p><b>Applying to college or university</b></p> <p><b>I can::</b></p> <p>Correctly identify the main things we need to consider and be aware of before we apply for further education</p> <p>Describe what you think the most important things to consider are before applying for further education</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>1:</b> What does Nasrin need to decide first?</p> <p><b>2:</b> How could Nasrin make an informed choice about college or university? What does she need to know?</p> <p><b>3:</b> Why is it important we spend time researching courses and institutions in depth before we apply?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions</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>UCAS</b> – Universities and Colleges Admissions Service</p> <p><b>Personal Statement</b> – Detailing your relevant skills, experience or achievements as well as your ambitions and interests, this cover information will be received by all institutions you apply to.</p> <p><b>Tuition fees</b> - costs for your course you will have to pay</p>

	<p>Explain with reference to statistics and figures whether you believe university to be worthwhile as an investment, considering costs, time and commitment needed .</p>	<p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three</b> 1: Using your information and clip notes sheets, create an infographic which must include information on the main things you need to consider when applying to university or college. 2: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context. 3: As above, but your infographic must also include statistics about three institutions of your choice (pick ones you are interested in).</p> <p><b>Plenary</b> Complete your literacy focus sheet and be prepared to feedback your ideas in ten minutes.</p>				<p><b>Student loans</b> – loans to cover all study related costs, paid back through your wages when you earn above a certain level.</p>
3	<p><b>Internet safety: the dark web</b></p> <p><b>I can:</b></p> <p>Correctly identify the dangers of accessing, browsing and purchasing from the dark web.</p> <p>Describe the differences between the dark web and the visible web and how criminal activity is detected online.</p> <p>Explain the legal ramifications and consequences of illegal web activity, and use new terminology to explain how the dark web operates.</p>	<p><b>Starter (using images on PP)</b></p> <p>1: How does this image of an iceberg represent the internet?</p> <p>2: Explain what we mean by the term 'dark web'.</p> <p>3: Explain what you believe the difference to be between the visible web (the internet accessed by search engines) and the dark web.</p> <p><b>Task one (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task two (video clip link on PP slide 4)</b> Students watch video clip and answer the questions.</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>Dark Web</b> - the name given to specific websites which are not accessible through normal search engines. Special software or networks are needed in order for it to be accessed.</p> <p><b>Visible Web</b> - the internet accessed by search engines, this is the internet we are most familiar with.</p> <p><b>Tor</b> – a browser used to hide your location and identity, used by people to access the dark web.</p>

		<p><b>Task three</b></p> <p><b>1:</b> Using your information, clip notes and news article sheets, create an infographic which must include information and statistics on the dangers posed by the dark web both for individual users and society.</p> <p><b>2</b> Your infographic must include detailed information on all new key terminology used in the correct context, with relevant statistics explained and examples of consequences for criminals.</p> <p><b>3:</b> As above, but your infographic must also explain how the dark web operates, why it is so tempting for criminals to use and the legal ramifications of your actions on the dark web, using detailed examples.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task.</p> <p>Be prepared to feedback and justify your ideas to the class</p>				
4	<p><b>Preparing for job interviews</b></p> <p><b>I can::</b></p> <p>Correctly identify good ways to prepare for a job interview.</p> <p>Describe what applicants could do to improve their chances of securing employment through job interviews.</p> <p>Explain why some applicants would be picked over others</p>	<p><b>Starter (images on PP)</b></p> <p><b>1:</b> Which two steps have happened to get to the job interview stage?  <b>2:</b> Describe the meaning of employability and three personal qualities all employers look for.  <b>3:</b> Who might you expect to meet at a job interview? Name three people and explain why.</p> <p>Review starter using PP slide 3 (British Values task).</p> <p><b>Task one (clip link on PP slide 4)</b>  Students watch video clip and complete the table.</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>Job Interview</b> – An important part of the recruitment process where you usually meet your direct manager and are asked questions and possibly perform tasks to see how suitable you would be for the job.</p>

	by putting yourself in the position of the employer.	<p><b>Task two (using information sheet provided)</b> Students pick a job out of the hat. Then, in pairs, students role play job interviews, using the commonly asked questions as prompts. Students playing the interviewer role complete a 'what went well – even better if' feedback sheet for their partner, then swap roles.</p> <p><b>Plenary</b> Finish the sentences in your book: Three important ways a candidate can prepare for a job interview are.... A question I found difficult in my practice interview was.... because..... I would prepare for this better in real life by..... If my friend had a job interview and asked for one piece of advice I'd say.....</p>				
5	<p><b>Right-wing extremism</b></p> <p><b>Learning Outcomes:</b></p> <p>Describe the meaning of right wing extremism, who the different right wing groups are and what they stand for.</p> <p>Explain why some people believe right wing extremism to be on the rise, using new key terminology in the correct context.</p> <p>Analyse why there has been a rise in right wing extremism in the US as well as the UK and whether extremism in all forms is equally as dangerous.</p>	<p><b>Starter (images on PP)</b></p> <p><b>1:</b> What do you see in these images? What do you think we mean by the terms 'right wing' and 'extremism'?</p> <p><b>2:</b> Describe how right-wing extremism has been in the news lately (it can be from anywhere in the world).</p> <p><b>3:</b> Some journalists have stated that right-wing extremism is on the rise at the moment. Why might this be? Explain.</p> <p><b>Task one (video clip link on PP slide 3)</b> Students watch video clip and answer the questions.</p> <p><b>Task two (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task three</b></p>	Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.	Use of LOTs and HOTs questioning.  Completion and quality of work.  Class discussions	Work saved on the shared area.  All sheets saved on the shared area.	<p><b>Right-wing extremism –</b> Focusing on the superiority of your ethnic/racial/ religious group above all others to the extent that other types of people are discriminated against and / or seen as inferior.</p> <p><b>Nationalism –</b> the concept that your country is superior to all others and its people deserve better treatment and living conditions – even at the expense of people from other nations or migrants to your country.</p>

		<p><b>1:</b> Using your information and clip notes sheets, create an infographic which must include information on the numbers and statics relating to the rise of right-wing extremism and British Values.</p> <p><b>2</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><b>3:</b> As above, but your infographic must also explain the difference between nationalism and patriotism and why there has been a rise in America as well as the UK.</p> <p><b>Plenary</b></p> <p>“Extremism in all its forms is equally dangerous.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet and be prepared to feedback your ideas in ten minutes.</p>				
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