

Scheme of Learning

Year Group – Y8

Unit Overview – Living in the WW

Student will know:

- Have a clear understanding of finances
- Identify what a career is
- Clearly identify how to access a range of different careers

Student should be able to:

- Discuss how to improve self-esteem
- Identify future aspirations
- Understand what potential they have
- Similarities & differences between the physical & online world
- Harmful behaviours online, staying safe & seeking support

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>Finance: Income and Expenditure</p> <p>I can:</p> <p>Correctly identify situations where a person is likely to be refused or accepted for credit.</p> <p>Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits.</p> <p>Explain why certain people are refused credit, how debits aren't necessarily bad and the definition of interest free credit.</p>	<p>Starter (image on PP) Task 1: Who has the most money at the moment? Task 2: How much more money does one have than the other? Task 3: What do the terms 'credit' and 'debit' mean?</p> <p>Activity one: Task 1: Complete the table of advantages and disadvantages for each type of card. Task 2: Complete the table (see above) and write down three reasons why teens feel pressured to spend until they get into debt. Task 3: Complete both tasks (above) and answer: does this surprise you? Why / why not?</p> <p>Activity two (using scenarios provided): Task 1: Complete your table as if you are a bank manager. Task 2: Create scenarios for your partner.</p> <p>Plenary: Discuss interest-free credit, then look at the example on PP. Is this good debit / bad debit?</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>Credit - the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future</p> <p>Debit - a sum owed, the opposite of credit.</p>
2	<p>Finance: Budgeting and Saving</p> <p>I can:</p> <p>Correctly identify situations where a person spending over their budget and where they could be saving.</p> <p>Describe ways we can sensibly manage our personal and household</p>	<p>Starter (using slide 1 of PP):</p> <p>Task 1: Explain whether or not you think Bob should buy the car. Task 2: are there any other financial factors we need to take into account in this situation??</p> <p>Class discussion using discussion points on slide 2.</p> <p>Activity one:</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>Overdraft – an amount of money over your actual funds your bank lets you borrow in the short term from your current account.</p> <p>Current account – an account for every day spending, which your wages are usually paid into.</p>

	<p>budgets and how we can save money.</p> <p>Explain the meaning of complex financial terms and create budgets to challenge your partner to save and borrow responsibly.</p>	<p>In the column labelled 'budget' students write down what they think the average person might spend each month on each of the items. Then compare with teacher's completed version.</p> <p>Activity two (using clips on PP): Students watch clips and answer questions.</p> <p>Activity three: Students respond to scenarios. Task 1: Answer email one and two. Task 2: Answer email three and four. Task 3: Answer email four then create two of your own in your book to challenge a partner.</p> <p>Plenary Financial acrostic: BUDGETING.</p>				
3	<p>Careers Skills: Entrepreneurs</p> <p>Learning outcomes:</p> <p>Identify what makes a person an entrepreneur. Pick out the times the business people from our case studies have used enterprising skills.</p> <p>Describe the different ways the business people in our case studies have become entrepreneurs. Describe what made them so successful and any particular qualities they share.</p> <p>Explain any obstacles that the business people in our case studies overcame to become successful entrepreneurs.</p>	<p>Starter (scenario on PP): Task 1: What does the word 'entrepreneur' mean? Task 2: Give an example of someone who is an entrepreneur. Explain what makes them an entrepreneur. Task 3: Is being an entrepreneur the same as being an enterprising person? Why / why not?</p> <p>Class discussion using the discussion points on slide 2.</p> <p>Activity one Watch the clip and answer questions on PP slide 3</p> <p>Main Activity: case studies Around the room on the walls there are information posters about some of the world's most famous entrepreneurs. Collect information from the different posters and fill in your sheet. Task 1: What has this person done to be an entrepreneur? When have they used enterprising skills? Task 2: What skills and qualities have made this person successful? Which do they share with the other case studies?</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>Entrepreneur: a person who sets up a business or businesses, taking on financial risks in the hope of profit.</p> <p>Enterprising person: a person who is full of energy, ambition and good ideas about how to succeed. These are people who are suited to be entrepreneurs.</p>

		<p>Task 3: How has the person in the case study overcome obstacles in order to be a successful entrepreneur?</p> <p>Review class findings using slide 6 of PP.</p> <p>Plenary: Pick one of the entrepreneurs you have learned about today. If they could give people in our class one piece of advice on being a young entrepreneur, what do you think it would be? Be prepared to state your case study and their piece of advice before your leave the room today.</p>				
3	<p>Careers Skills: Teamwork</p> <p>Learning outcomes:</p> <p>Identify the challenges we face but also the benefits we reap by working as part of a team. Complete a Activity as a team successfully.</p> <p>Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team.</p> <p>Analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy. Make an excellent contribution to your team by using new teamwork skills.</p>	<p>Starter (using image on PowerPoint): Task 1: What do you think the message of this picture is? Task 2: Define the term 'teamwork.' Describe a time you have worked in a team before – what were the challenges and benefits? Task 3: Analyse why we need to learn about teamwork to help us succeed in later life.</p> <p>Activity one Watch the clip and answer the questions on PP and on worksheet</p> <p>Activity two: reading activity + discussion Read the information sheet and then discuss: Task 1: Which qualities of being a good team member do you think you already have? Which would you like to work on? Task 2: What is meant by being 'diplomatic'? Task 3: Analyse why some people find having to compromise far more difficult than others.</p> <p>Main Activity: The Paper Tower Challenge Follow the Paper Tower Challenge instructions on PP slide 5. After the activity, students evaluate:</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. Completion and quality of work. Class discussions</p>	<p>Work saved on the shared area. All sheets saved on the shared area.</p>	<p>Teamwork – The combined action of a group, working together with the aim of being more effective</p> <p>Employability skills – The skills employers are looking for when they decide who they want to employ. The ability to work in a team is one of these.</p>

		<p>Task 1: Which teamwork skills did you find yourself using the most? Why?</p> <p>Task 2: What challenges did you face and how did the skills help you overcome these?</p> <p>Task 3: Why did I put you into groups you don't normally work in? Explain in reference to employability skills.</p> <p>Plenary Based on today's learning and activities, spend five minutes discussing with your partner the teamwork skills you think you can effectively demonstrate and the team work skills you need to work on.</p> <p>Write two down of each in your books.</p>				
4	<p>Careers: Communication Skills</p> <p>Learning outcomes:</p> <p>Describe visually new communication skills and demonstrate these skills through communicating with a partner in front of the class. Explain the importance of particular communication skills and demonstrate new skills through communicating with a partner in front of the class.</p> <p>Analyse the short and long term benefits of mastering communication skills and demonstrate new devices through communicating with a partner in front of the class.</p>	<p>Starter (mind map on PP):</p> <p>Task 1: Dave's boss has just told him he has good 'communication skills'. What might he mean by this?</p> <p>Task 2: For each point you have made, explain why it's important. E.g. saying 'errrrm' makes you look unprepared, like you're making up your points as you go along.</p> <p>Task 3: Explain the difference between communication skills and interpersonal skills.</p> <p>Class discussion using discussion points on slide 2.</p> <p>Activity one (using video clip on PP): Students watch video clip and answer questions</p> <p>Main Activity: Conversation Topics</p> <p>Task 1: Read the conversation topic you have picked in your pair. Using your communication devices table, draft a one minute conversation picking one device to focus on during your conversation.</p> <p>Task 2: Read the conversation topic you have picked in your pair. Using your communication devices table, draft a two minute conversation picking two devices to focus on.</p> <p>Mega challenge: Read the conversation topic you have picked in your pair. Using</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>Credit - the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future</p> <p>Debit - a sum owed, the opposite of credit.</p>

		<p>your communication devices table, draft a three minute conversation picking three devices to focus on.</p> <p>Present these to the class.</p> <p>Activity three Task 1: Read the information on your 'Additional Communication Skills' sheet. For each point, either draw an image or source an image from the internet to help you remember them. Then describe a time you could apply this skill yourself. Task 2: Read the information on your 'Additional Communication Skills' sheet. For each point, explain in the box why you think this is an important skill AND how you could apply it personally. Mega challenge: For each point, explain how you could apply it personally and analyse the short and long term benefits of you mastering this skill.</p> <p>Plenary Return to your starter. Add as many new communications skills as you can from what you have learned today. For each one you have added, also include an opportunity you can think of where you could develop these skills, e.g. grandparents coming to dinner next week, or part-time job interview.</p>				
5	<p>Finance: Income and Expenditure</p> <p>I can:</p> <p>Correctly identify situations where a person is likely to be refused or accepted for credit.</p> <p>Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits.</p>	<p>Starter (image on PP) Task 1: Who has the most money at the moment? Task 2: How much more money does one have than the other? Task 3: What do the terms 'credit' and 'debit' mean?</p> <p>Activity one: Task 1: Complete the table of advantages and disadvantages for each type of card. Task 2: Complete the table (see above) and write down three reasons why teens feel pressured to spend until they get into debt.</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>Aspiration - a hope or ambition of achieving something.</p> <p>Potential - having or showing the capacity to develop into something in the future.</p>

	<p>Explain why certain people are refused credit, how debits aren't necessarily bad and the definition of interest free credit.</p>	<p>Task 3: Complete both tasks (above) and answer: does this surprise you? Why / why not?</p> <p>Activity two (using scenarios provided):</p> <p>Task 1: Complete your table as if you are a bank manager.</p> <p>Task 2: Create scenarios for your partner.</p> <p>Plenary: Discuss interest-free credit, then look at the example on PP. Is this good debit / bad debit?</p>				
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