

**What is the point of the learning in this half term? Why are students learning it? How does it fit into the 10 Year journey? INTENT:** This is a unit of work based upon the study of the workplace and student’s awareness of some of the skills required to be successful in employment. Students will explore different work experience placement options that are available to them, and write several professional letters to employers in order to secure a placement with them. Lessons build on how to write letters, how to use Safety Measures in order to research local confirmed placements historically, observe acceptable behaviours in the workplace and apply for a placement that is tailored to their career pathway. They will acquire knowledge of how work experience will support them in their quest for employment, along with the expectations within the workplace. They will use this experience of applying and work placement to aid them in their long term futures of both applying for and being successful in employment.

Deliberate Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge
Essential Knowledge and Skills that underpin the new learning	What do you want students to know?	How will the knowledge and skills be applied to transform the students' thinking?
<p>This unit of work will build upon the <b>GATSBY Benchmarks</b> National Curriculum for career development and opportunities, where students will have been challenged on their ideas of acceptable behaviours, conduct and the breadth of skills required for the workplace in year 9.</p> <p>Within the Garibaldi KS4 learning journey, students will also be building on their knowledge of work skills and Finance from <b>year 9</b>, such as <b>‘Problem-solving skills and job applications’</b>, <b>‘employability skills’</b> and <b>‘personal brand to suit future goals’</b>. As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to observe the impacts of making aspirational choices in every aspect of daily life.</p> <p>These skills directly link to the KS4 journey of ‘Work Experience’ and ‘Financial Capability’, as students are required to have embedded knowledge of how to earn money in order to budget effectively, as well as the effects of taking financial risks and rewards. This is to ensure that all students have current and accurate knowledge of how to earn, spend and save money effectively in order to develop wise, aware and well-balanced individuals financially.</p>	<p>Students will retain knowledge of how to write professional letters and research available work experience placements using the tools available, such as Safety Measures, as well as retaining knowledge on acceptable communication techniques, how to communicate responsibly over the phone to employers and how to write a formal letter in order to secure a work placement. These topics will be covered over a range of teaching styles, including discussion-based tasks, questioning and independent research.</p> <p>Students will receive a drop-down day based on work experience, and will have the opportunity to meet a STEM Ambassador and ex-student from The Garibaldi School who will provide information and be available for questioning about apprenticeship options (<b>GATSBY benchmarks 2 and 7</b>), how work experience played a role in his career development and raising aspirations for our students in the local community. Thus, students will retain knowledge and understanding of the impact of work experience (<b>GATSBY benchmark 6</b>) on long-term employment choices and opportunities, as well as raise our students’ aspirations by meeting local employers and employees (<b>GATSBY benchmark 5</b>).</p> <p>Students will apply their own research findings for work experience to gain an understanding of how to apply for employment, as well as be able to demonstrate being a model-citizen in the workplace with regards to appropriate dress and appropriate communicative conduct.</p> <p>Students will learn, apply and remember the skills that they will gain from both applying for and completing their work experience placements, and will be able to apply this array of skills to their long-term employment and career plan.</p>	<ul style="list-style-type: none"> <li>• The importance of appearance and punctuality with regards to both school and the workplace, and the importance of these in securing long-term employment.</li> <li>• Awareness of how to conduct and behave oneself in the workplace, and how the school structure shares both similarities and differences with this.</li> <li>• Have knowledge and begin building confidence with making phone calls to employers and workplaces, receiving guidance on how to liaise with employers in an appropriate, clear and confident way.</li> <li>• The importance of setting expectations around social skills and how to apply this to different workplaces</li> <li>• Developing the characteristic of resilience with regards to understanding how to face new challenges in an unfamiliar setting</li> </ul> <p><b>Links to support an ambitious curriculum:</b></p> <p><a href="https://nationalcareersservice.direct.gov.uk">https://nationalcareersservice.direct.gov.uk</a></p> <p><a href="http://www.Unifrog.co.uk">www.Unifrog.co.uk</a></p>

	<p><b>DROP-DOWN Days:</b> WEX Day MATERIAL to be covered:</p> <ul style="list-style-type: none"> <li>- LRC Session to write letters &amp; explore Safety Measures</li> <li>- R. Worthington STEM Ambassador visit</li> <li>- WEX Interview prep</li> <li>- Intro to WEX</li> <li>- Unifrog booklet</li> <li>- Collecting in all paperwork (written letters)</li> <li>- Staff &amp; Student Voice</li> </ul> <table border="1" data-bbox="1032 533 1605 1125"> <tr> <td data-bbox="1032 533 1110 1125" rowspan="7" style="background-color: #cccccc; text-align: center; vertical-align: middle;"><b>Y10</b></td> <td data-bbox="1110 533 1190 625">L27, H1</td> <td data-bbox="1190 533 1605 625"><b>Preparation for WEX</b></td> </tr> <tr> <td data-bbox="1110 625 1190 718">R5, L22, L5, L1</td> <td data-bbox="1190 625 1605 718">1. Workplace Experiences &amp; reliable digital content</td> </tr> <tr> <td data-bbox="1110 718 1190 810"></td> <td data-bbox="1190 718 1605 810">2. Workplace: Behaviour, online opportunities, stereotypes, Equality Act</td> </tr> <tr> <td data-bbox="1110 810 1190 903">L9 L10</td> <td data-bbox="1190 810 1605 903">3. Safety Measures &amp; Choosing a Placement</td> </tr> <tr> <td data-bbox="1110 903 1190 995"></td> <td data-bbox="1190 903 1605 995">4. Writing a Formal WEX Letter</td> </tr> <tr> <td data-bbox="1110 995 1190 1087">R8</td> <td data-bbox="1190 995 1605 1087">5. Writing a Formal WEX Letter</td> </tr> <tr> <td data-bbox="1110 1087 1190 1125">H28</td> <td data-bbox="1190 1087 1605 1125">6. Phone Calls to Employers</td> </tr> <tr> <td data-bbox="1032 1125 1110 1218"></td> <td data-bbox="1110 1125 1190 1218"></td> <td data-bbox="1190 1125 1605 1218"><b>Sexual Relationships &amp; Risks</b></td> </tr> <tr> <td data-bbox="1032 1218 1110 1310"></td> <td data-bbox="1110 1218 1190 1310"></td> <td data-bbox="1190 1218 1605 1310">7. Porn in the Media</td> </tr> <tr> <td data-bbox="1032 1310 1110 1402"></td> <td data-bbox="1110 1310 1190 1402"></td> <td data-bbox="1190 1310 1605 1402"><b>Sexions Visit (Accessing sexual health services)</b></td> </tr> </table>	<b>Y10</b>	L27, H1	<b>Preparation for WEX</b>	R5, L22, L5, L1	1. Workplace Experiences & reliable digital content		2. Workplace: Behaviour, online opportunities, stereotypes, Equality Act	L9 L10	3. Safety Measures & Choosing a Placement		4. Writing a Formal WEX Letter	R8	5. Writing a Formal WEX Letter	H28	6. Phone Calls to Employers			<b>Sexual Relationships &amp; Risks</b>			7. Porn in the Media			<b>Sexions Visit (Accessing sexual health services)</b>	
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<p><b>Future Learning</b></p> <p>The next module to follow on from Work Experience is the HT2 module "Sexual Relationships and the Risks".</p>	<p><b>Application of Knowledge</b></p> <p>Students will go out on work experience and explore the workplace in real-life.</p>																									

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used?</p>	<p><b>Market-place activity:</b> To allow students to rotate around different workplace scenarios and understanding the expectations with regards to behaviour/ communication/ punctuality in each workplace. To further embed high expectations in the workplace and encourage this to be</p>	<p>Students will have the opportunity to read a range of different scenarios from reading material in their market place activity groups. This will allow for individuals to gain and model the expectations that they need to follow when they complete their work experience placements. They will be engaged and invested in improving respect, as well as taking an active interest in making</p>

<p>How would you expect students to show progress?</p>	<p>applied when students take part in their work experience in the community.</p>	<p>good or outstanding first impressions. This will enhance the retention for students to be resilient in different situations, as well as increasing their employability skills, especially if they make an outstanding first impression.</p>
	<p><b>Bunting:</b> Allow students to make a bunting section, to encourage students to become a joint team and see that they are all responsible for making excellent impressions, both in the community but also on their work experience placements. This visual reminder will encourage students to physically see the expectations daily throughout year 10, and this should resonate when they finally come to completing their work experience placements in <b>HT6</b>, and in work-life.</p>	<p>Students will be instantly aware that they are part of a 'whole' in terms of school and the local community in which they live in. By promoting teamwork and presenting their bunting in learning spaces, students have a constant reminder that we are all responsible for making good first impressions and setting high expectations, no matter what challenges they may face on their placements. This should also help to reduce a lack of awareness when it comes to an unfamiliar workplace, therefore providing them with some guidance that they can follow, no matter where their placement takes them.</p>
	<p><b>Drama Freeze-frames:</b> to enable students to act out different scenarios with regards to a range of work experience placements, in order to gain knowledge and experience of the range of things they may face day-to-day whilst on their placements.</p>	<p>Students will have the opportunity to act out different scenarios posed to them for different workplace situations, then have the opportunity to perform the same scenario, with a guide on excellent expectations. This will help students to build confidence and help remove the 'fear-factor' that is often associated with having to work in a new setting with new people. This will subsequently allow students to ask any questions about anything unfamiliar in a safe setting that they're used to, before they go on their work experience placements. Thus, students should be able to give confident and excellent first impressions, both on their work experience placements and in the community.</p>